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ABSTRACT

During fiscal year 1994, 106,054 individuals were enrolled in secondary-level vocational education (VE) courses and 78,699 individuals were enrolled in postsecondary-level VE courses in Mississippi. Eight performance standards and core measures were developed and used to evaluate all VE programs in Mississippi. The percentages of the various types of VE programs determined to require improvement to meet the performance standards were as follows: enrichment, 24%; basic skills, 41%; secondary occupational, 35%; postsecondary vocational-technical, 26%; and adult vocational, 6%. VE and related services were provided to the following members of special populations (at both the secondary and postsecondary levels): 1,123 single parents and single pregnant students, 446 students enrolled in programs considered nontraditional for their gender, 9,194 disabled students, 321 limited-English-proficient students, and 57,885 disadvantaged students. Career guidance and remedial services were provided to an unspecified number of inmates at two correctional institutions, and a variety of professional development activities, including training in tech prep and integration of academic education and VE at 15 pilot sites, were provided to vocational and adult educators. (Financial reports for program years 1990, 1991, 1992, and 1993 are included. Appended are descriptions of nine exemplary programs targeting specific special populations.) (MN)

ED 385 761

ANNUAL PERFORMANCE REPORT

for

FISCAL YEAR 1994

for the

VOCATIONAL EDUCATION STATE ADMINISTERED PROGRAMS

under

THE CARL D. PERKINS VOCATIONAL and APPLIED TECHNOLOGY EDUCATION ACT

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FOREWORD

The Mississippi Office of Vocational and Technical Education is committed to preparing all learners in the state for new jobs, new roles, new technologies, and new responsibilities. It is making every effort to meet the challenges of increasingly complex and diversified industries that by necessity exist and operate ever closer to the edge of excellence in order to thrive and prosper in a global economy. Indeed, the future of Mississippi depends on meeting the challenge of training its people for the workforce of the twenty-first century and equipping them with the foundation of skills, personal qualities, and competencies necessary for adequate participation in business and industry.

FY 94 PERFORMANCE REPORT

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I. PERFORMANCE STANDARDS AND CORE MEASURES

Under the review and advisement of the fifteen (15) member Committee of Practitioners, a working committee of twenty-one (21) members was organized to develop eight (8) performance standards and core measures to evaluate all vocational education programs in the state of Mississippi. The working committee consisted of representatives from business and industry, state staff, the Governor's Office of JTPA, the Department of Human Services (JOBS), curriculum specialists, and representatives from the administrative and instructional areas of academic and vocational education.

In developing performance standards and core measures, the working committee reviewed all policies and regulations relating to secondary and postsecondary education, adult education, JTPA, and JOBS. The programs were reviewed to ensure that a working document would be developed to provide articulation between all levels of education. The Committee of Practitioners provided advice and reviewed all drafts before presentation to the State Board of Education and to the Community/Junior College Board.

After implementation of the performance standards and core measures in FY94, the data collected were reviewed by the working committee. A working draft of revisions was submitted to the Committee of Practitioners for recommendations and approval. The document was presented to the State Board of Education and the Community/Junior College Board for final approval. The FY95 Standards and Measures document was approved by both boards for implementation in the FY95 school year.

The State Board of Education and the Community/Junior College Board determined that 100% of the Local Education Agencies (LEA) would implement the statewide system of Performance Standards and Core Measures. Table I, Program Data Summary, indicates the percentage of LEA's for FY93 that met the statewide system of performance standards and core measures after implementation.

The state has assisted the LEA's by conducting six regional training sessions on the Measures and Standards revisions for clarification of the revised document. Once the LEA's complete their annual self evaluation, the State Program Area Supervisors will provide technical assistance in preparing improvement plans as needed.

The performance standards and core measures that were developed and used to assess the progress of the vocational and technical student were as follows:

1. Program Process Standards and Measures

   a. Performance Standards: Vocational education programs must accomplish 100% of the applicable Level I indicators of performance and 70% of the applicable Level II indicators as listed in the appropriate Mississippi Program Review Instrument

   b. Core Measures: Mississippi Program Review Instruments (Instruments have been developed for administration, instructional programs, vocational guidance, special populations programs, community-based organizations, single parent programs, sex equity programs, tech prep consortia, and short-term adult vocational programs.)

2. Enrollment Standards and Measures

   a. Performance Standards:

1.	Enrichment Programs	100 students/FTE
2.	Basic Skills Programs	85 students/FTE
3.	Secondary Occupational Programs	30 students/FTE
4.	Postsecondary Occupational Programs	15 students/FTE
5.	Short-term Adult Vocational Classes	12 students/course
6.	Discovery Courses	
	a. Career	100 students/FTE
	b. Computer	100 students/FTE
	c. Technology	25 students/FTE

   b. Core Measures: Average enrollment per full time equivalent (FTE) teacher unit

3. Retention (Passing Level) Standards and Measures

a. Performance Standards:

1.	Enrichment Programs	87%
2.	Basic Skills Programs	84%
3.	Secondary Occupational Programs	84%
4.	Postsecondary Occupational Programs	86%
5.	Short-term Adult Vocational Classes	N/A
6.	Discovery Courses	
	a. Career	87%
	b. Computer	87%
	c. Technology	84%

b. Core Measures: Percentage of students who completed and passed a level of instruction

4. Completion Standards and Measures

a. Performance Standards:

1.	Enrichment Programs	N/A
2.	Basic Skills Programs	N/A
3.	Secondary Occupational Programs	33%
4.	Postsecondary Occupational Programs	29%
5.	Adult Classes	80%
6.	Discovery Courses	
	a. Career	N/A
	b. Computer	N/A
	c. Technology	N/A

b. Core Measures: Percentage of students who completed the program

Low program completion standards for secondary and postsecondary were due to the fact that 35% of the unduplicated students continued in the programs. Also, program exiting to accept employment was significant at the postsecondary level.

5. Graduation Standards and Measures

a. Performance Standards:

1.	Enrichment Programs	N/A
2.	Basic Skills Programs	N/A
3.	Secondary Occupational Programs	25%

4.	Postsecondary Occupational Programs		23%
5.	Adult Vocational Classes		N/A
6.	Discovery Courses		
	a.	Career	N/A
	b.	Computer	N/A
	c.	Technology	N/A

b. Core Measures: Percentage of students who received a diploma, certificate, or degree

The graduation percentages above are calculated based on those graduating as a percentage of total enrollment.

6. Placement Standards and Measures

a. Performance Standards:

1.	Enrichment Programs		N/A
2.	Basic Skills Programs		40%
3.	Secondary Occupational Programs		38%
4.	Postsecondary Occupational Programs		47%
5.	Adult Vocational Classes		N/A
6.	Discovery Courses		
	a.	Career	N/A
	b.	Computer	N/A
	c.	Technology	40%

b. Core Measures: Percentage of students who completed or exited a program and considered positively placed

7. Occupational Competency Attainment Standards and Measures

a. Performance Standards: 85% of students who completed a program and demonstrated occupational attainment competency

b. Core Measures: Percentage of students who completed the program and document attainment of occupational skills.

8. Academic Gain Standards and Measures

a. Performance Standards:

1.	Enrichment Programs	93%
2.	Basic Skills Programs	93%
3.	Secondary Occupational Programs	93%
4.	Postsecondary Occupational Programs	45%
5.	Adult Vocational Classes	N/A
6.	Discovery Courses	
	a. Career	93%
	b. Computer	93%
	c. Technology	93%

b. Core Measures: Percentage of students who completed a level in the program (passing or failing) and demonstrated gain in the basic and more advanced academic skills

The State Department of Education assisted the LEA's in overcoming difficulties in implementing the statewide system of performance standards and core measures by conducting: training sessions for local administrators at the administrator's conference, workshops at the summer conference for teachers and administrators, regional training sessions, technical assistance visits, and by providing technical assistance by telephone. A software package was developed and distributed at administrators training sessions to simplify the reporting process, to provide for standardized reporting, and to provide a database for electronic review and analysis.

PROGRAM DATA SUMMARY

PROGRAM TYPE	NUMBER OF PROGRAMS	PERCENTAGE MEETING STANDARDS								Percentage Requiring Program Improvement
		Program Review	Enrollment	Retention	Completion	Graduation	Placement	Occupational Skills	Academic Skills	
Enrichment	400	92%	65%	60%	N/A	N/A	N/A	96%	78%	24%
Basic Skills	290	93%	59%	62%	N/A	N/A	70%	99%	79%	41%
Secondary Occupational	923	97%	71%	65%	47%	67%	77%	93%	83%	35%
Postsecondary Voc/Technical	415	92%	80%	61%	55%	63%	81%	94%	95%	26%
Adult Vocational	256	99%	67%	N/A	85%	N/A	N/A	N/A	N/A	6%

II. SECONDARY, POSTSECONDARY AND ADULT OCCUPATIONAL PROGRAMS, SERVICES AND ACTIVITIES

Secondary vocational programs were conducted by 99 percent of the LEAs in grades 7-12. Service was also provided for students in grades 10-12 in 91 area vocational schools.

Postsecondary and adult occupational programs were offered through a public community college system consisting of 15 community/junior colleges operating a total of 36 vocational centers. Three of these centers served predominately secondary students.

Based upon the statewide assessment, priorities for providing services and activities were developed and disseminated to the local recipients. In an effort to meet the goals of the Perkins amendments and the objectives of the statewide assessment, spending emphasis was placed on the following activities per section 235:

(1) Supplementary services designed to meet the needs of special populations.

Supportive personnel were funded to provide special population students remedial services, guidance and counseling, career development activities, assessments, and transitional assistance. This group of supportive personnel also included special population coordinators. (See Part VI of this report for additional information.)

(2) Equipment purchases, including instructional aids

Equipment and instructional aids were purchased in secondary and postsecondary programs to support an upgraded vocational curriculum needed to prepare students to meet the demands of the workplace. Modified equipment was purchased to meet the needs of special populations students.

(3) Training for both vocational instructors and academic instructors working with vocational education students in integrating academic and vocational education

At the postsecondary level, remedial courses were provided which were necessary for students to be successful in the uniform sequence of course objectives leading to both academic and occupational competencies.

Inservice training was provided to assist both academic and vocational teachers with the integration of vocational and academic sequential courses of study. (See Part X and XI of this report for additional information.)

Inservice workshops were conducted statewide at four strategic locations to insure that all vocational administrators were aware of the requirements regarding services to special populations students in their districts.

(4) Programs that train adults and students for all aspects of occupations in which job openings are projected or available

Support at the secondary and postsecondary level was provided for adult training and retraining classes directly related to industry needs for skill improvement and/or employment and strongly tied to the state's economic development efforts.

Based on the identified assessment needs in the Mississippi State Plan for Vocational and Applied Technology Education for 1993 (Title II, Part C, Sections 231-232), federal financial assistance and state financial assistance were provided to 14 secondary vocational centers, 17 school districts, and 13 postsecondary vocational centers to support the development and operation of adult training and retraining programs. Development of these programs in Mississippi was based upon local employment needs, labor market demands, and direct business and industry requests. The number of programs provided in economically depressed areas of Mississippi was 876. The number of adults enrolled was 13,724. The number of adult completers was 12,426.

Greatest funding priorities were placed on LEAs located in economically depressed areas and areas with high unemployment rates. Adult training, retraining, and employment development programs were coordinated with JTPA and the private sector to promote greater cooperation, to provide quality adult training, and to meet the needs of business and industry.

(5) Curriculum Upgrades

Secondary and postsecondary curriculum materials were developed which provided for high level skill instruction and included the objectives of all aspects of industry. Emphasis was placed on development and usage of curricula materials which fostered increased linkage between secondary and postsecondary educational institutions. (See Part VII for additional information.)

The Mississippi Model Curricula, Modified Curricula, and Alternative Curricula are used in regular adult programs and short term adult vocational and technical education courses where applicable and required, and to ensure that all workforce and occupational competencies and outcomes set forth were required and met.

Goal: The goal of the Adult Job training, retraining, and employment development system is to prepare and retrain workers to meet the existing and emerging workforce needs of the economy and to facilitate adult workers and employers making good employment "matches."

Participation: Adults cited various reasons for participating in Adult Vocational and Technical Education programs. The most frequent reasons were: the desire for self improvement, and to advance or keep up to date in their current job. Other reasons included personal enrichment, training for a new job, and obtaining a diploma or a degree.

Assessment: The Office of Adult Vocational and Technical Education utilizes the results of discrepancy analyses to plan and administer Adult Vocational and Technical training, retraining, and employment development programs in Mississippi during fiscal year 1994. A dual approach was planned so that emphasis could be placed on accomplishing the factors (goals) reported, while at the same time, allocating time and support resources to accomplish high priority objectives. Care was also taken to ensure that those objectives listed as moderate, low or lowest priorities will not be ignored. The following is a brief summary of how this assessment instrument served Adult Vocational and Technical Education.

Integration of Academic and Adult Vocational Technical Education:

Adults had a need for Applied Academics courses to interact with sophisticated, computerized machinery, as well as with people of varying positions and backgrounds. Adult workers need to have good science, math and communication skills, and understand how the application of information may be applied to work and life. Programs included the following: (1) **Competency based applied learning** that contributes to an individual's academic knowledge. (2) **Higher order reasoning and problem-solving skills.** (3) **Work attitudes** and **general employability skills.** (4) **Occupational-specific skills** necessary for economic independence as a productive member of society. (5) **Applied technology, education, and training** to improve productivity served 23,204 adults.

Programs Offered: There were 5,235 enrolled in 327 Adult Preparatory-Programs which prepared adult enrollees for productive employment. There were 13,598 enrolled in 1,531 Adult Supplementary-Programs that provided supplementary instruction to update or upgrade occupational competencies to achieve stability or advancement in employment or the workplace. There were 2,254 enrolled in 178 Adult Apprenticeship Training programs to provide adult enrollees with the manipulative skills and technical or applied academic knowledge needed for competent

performance in skilled occupations. The programs involved cooperation among schools, labor, and management.

Workforce Needs: Dramatic changes in the workplace necessitated prioritizing the types of adult enrollees and the types of programs required.

Prioritized Groups Served

* 5,691 unemployed/underemployed adults served
* 15,948 employed Adults needing upgraded skills served
* 72 handicapped Adults served
* 13,724 economically Disadvantaged Adults served
* 906 institutionalized/adults number served
* 1,856 supervisors/managers number served
* 955 persons needing additional skills to earn supplementary income

Programs Offered: The priority programs that served 23,204 adults in Mississippi for enhanced employment and economic development during fiscal year 1994 were:

* Workplace Know-How Skilled Programs: A total of 15,310 adults completed one of 798 skill programs that provided occupationally specific or entrepreneurial training for skill-level occupations.

* Workplace Know-How Technical Programs: A total of 18,798 adults completed one of 511 programs that provided training for occupations generally classified as technical and paraprofessional.

* Business and Industry Specific Workplace Know-How Programs: A total of 11,298 adults completed one of 86 programs that provided training packages tailored to meet the needs of small business, new and expanding business and industry, multiple business and industry, and retraining for new product lines.

* Directly Related Workplace Know-How Programs: A total of 4,785 adults completed one of 105 programs that provided complimentary instruction that developed and enhanced skills necessary for entry into the occupation but were not job specific skills.

* Workplace Know-How Remedial Programs: A total of 1,335 adults completed one of 27 remedial programs that provided literacy instruction necessary for adult success in vocational programs.

Sequential Courses or Units within a Single Course:

All Short-Term Adult training, retraining, and employment development programs funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 were required to be structured as "Coherent Sequence of Courses," which included competency based Applied learning. Individual adult vocational and technical courses were required to be structured to develop the aggregated competencies necessary to perform a job or for employment through a coherent sequence of instruction.

Increased Adult Work Skill Attainment and Job Placement:

During fiscal year 1994 emphasis was placed on modifying and updating curriculum materials to provide for high level skill instruction. School and Community/Junior College districts were monitored through self-evaluation reports on the degree to which adults were enrolled, retained, and completed. The applicable approved standards for Adult Vocational and Technical Education programs are: program review instrument level I, level II, completion factors and enrollment factors.

Criterion I: Adult Vocational and Technical Education:

The short-term adult vocational and technical education program reflected the stated program objectives through experiences designed to meet the needs of all qualifying adults.

Accountability:

Ninety percent (90%) of the adults enrolled demonstrated attainment of occupational competencies and/or required workplace skills attainment as evidenced by completions. Mississippi Secondary School Districts, Community and Junior Colleges that operates approved Adult Vocational and Technical Education courses and classes were required to maintain an average enrollment of 12 students. Sixty-seven percent (67%) of the participating Secondary

Districts and Community/Junior College Districts met the enrollment standard of twelve or more Adult trainees enrolled per program. **Program Review Level I Indicators:** Ninety-nine percent (99%) of participating School Districts and Community/Junior College Districts meet Level I Indicators. **Program Review Level II Indicators:** Ninety-six percent (96%) of participating School Districts and Community/Junior College Districts meet Level II Indicators. Programs are required to meet two of the three standards. Programs that did not meet the minimum standards were required to submit a State and local program improvement plan.

Adult Vocational and Technical Education Programs in School Districts with Community/Junior College Districts with High Concentrations of Unemployed and Underemployed Adults:

Fifty-two counties in Mississippi with 20% or more families below the poverty level also had a high percent of the adult population unemployed and underemployed. High priority was given these school districts and community/junior college districts within these economically depressed areas. In these counties 1,531 programs served 23,204 adults, 21,087 of which completed programs (one or more classes). Technical assistance and support services were provided to 32 postsecondary centers and 55 secondary school districts to enable them to utilize state and federal (75%) funds.

Secondary, Postsecondary/Adult Workplace Occupational and Employment Development Programs, Services, and Activities:

Adult Vocational and Technical Education services and activities helped Adult trainees and employers make the right employment "matches." These Short-Term Adult programs provided workers and adult trainees with the required Workplace Basic Competencies, Workplace Know-How Competencies, and the required Occupational Competencies needed for success in the workplace. Twenty-three thousand two hundred and four (23,204) adults were provided knowledge and skills needed to compete in a global economy.

III. SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN

Eight programs were funded at the secondary level. These eight programs placed 179 single parents and single pregnant women into vocational technical programs. An additional 323 clients benefited from preparatory services designed to upgrade skills levels to enable them to enroll and be successful in vocational training programs.

On the postsecondary level, twelve programs were funded. A total of 3,035 single parents and displaced homemakers benefited from program services. As a result of these programs, 1,034 of these clients enrolled in vocational technical programs.

Program services include: needs assessment, aptitude and vocational assessment, career counseling, personal counseling, preemployment preparation, basic academic and occupational skills, flexible scheduling, vocational placement, nontraditional training, transitional support services, and life skill development activities.

Life skill development activities include: money management, goal setting (long term and short term), assertiveness training, job readiness (resume´ writing, dressing for the interview, job application, mock interview), and study skills.

Local programs formed partnerships with other agencies, industries, and community based organizations. These organizations provided additional services to this population. Referrals were made to and received from many organizations including:

* JOBS/AFDC - Department of Human Services (child care, transportation, lunch stipends)
* JTPA (individual referral slots for single parents/displaced homemakers)
* Health Department (prenatal, vaccines, etc.)
* Various industries (job placement, speakers, mentors)
* Community Based Organizations (workshops, supplies, etc.)

Of the total number of single parents, displaced homemakers, and single pregnant women served, over 2,100 had an income level of less than $10,000. Economic self sufficiency is the greatest need among this population.

Without training, this population has little hope for employment. Many displaced homemakers and single parents function at a very low academic level. Basic skill instruction is essential among this population. Attainment of reading, math, and English skills was imperative before they could enter any training program.

Low self esteem and a lack of marketable skills were also barriers for almost all single parents, displaced homemakers, and single pregnant women. Programs worked consistently to help raise the clients' concept of self worth. Other barriers were child care and transportation. This population received a variety of services in order to enroll, complete programs, and become self sufficient.

Opportunity seminars were extremely successful in helping single parents and displaced homemakers assess strengths, weaknesses, and set goals. The seminar was a two week program that introduced clients to program support services and available training. The seminar involved businesses and industries that presented career information to clients. Each client was assessed to determine interest, ability, and needs. At the seminar's conclusion, clients developed individualized vocational education plans. While clients followed through on their plans, adequate support was provided to ensure success.

*See Appendix B for exemplary program.

IV. SEX EQUITY PROGRAMS

Sex equity training was conducted for every school district and community/junior college district in the state. A teacher and a counselor from each district were trained to use a sex equity resource/curriculum guide. The people trained were required to provide training for all teachers and counselors in their districts. All secondary and postsecondary institutions are required to incorporate equity activities into their instructional and counseling programs.

Eleven sex equity projects were funded, three on the secondary level and eight on the postsecondary level. As a result of these programs, 446 students enrolled in programs considered nontraditional for their gender. These programs provided services through workshops, special programs, and outreach to an additional 38,282 people. This large group consisted of parent groups, counselors, teachers, administrators, and students.

Services provided included:

* Women in Science and Technology (WIST) Conferences
* Mentoring programs with business and industry
* Hands-on career exploration for students
* Career guidance and counseling
* Teacher/counselor training
* Coordination with JTPA and JOBS
* Nontraditional summer camp for students to introduce them to nontraditional careers
* Educational Leadership program for female teachers
* Presentations to students, clubs, teacher/parent organizations to promote nontraditional training
* Coordination with Title IX, Race Desegregation and Bilingual

Sex equity personnel served as resource persons for all schools in their district.

Due to sex equity efforts in our state, several programs once considered nontraditional for females and males, are now neutral.

*See Appendix C for exemplary program.

V. CRIMINAL OFFENDERS IN CORRECTIONS INSTITUTIONS

During FY94, Title II, Part A, criminal offender funds provided career guidance, counseling and placement services, and remedial education for the inmates enrolled in vocational education programs at the Parchman State Penitentiary and the Central Mississippi Correctional Facility. Equipment was purchased utilizing Title II, Part A, criminal offender funds for vocational training programs at Parchman State Penitentiary, Central Mississippi Correctional Facility, and South Mississippi Correctional Facility to upgrade and expand the curriculum.

The majority of the funding for criminal offenders was provided through aggressive state and local effort.

Some of the career guidance and remedial services provided were as follows:

* Providing information concerning vocational program offerings at the penitentiary to potential enrollees;

* Screening, selecting, and placing inmates in appropriate vocational programs;

* Individual counseling;

* Group guidance sessions, which included job seeking skills, employer-employee relations, interpersonal skills, and other career related activities;

* Job placement assistance (applying for parole, work release, community work programs, and full-time employment);

* Program completer follow-ups;

* Administration of pre- and post-tests to determine deficiencies in communication and computation skills;

* Individual basic skills instruction; and

* Individual instruction in meeting basic requirements for specific vocational programs.

The vocational programs at the Parchman State Penitentiary continued to be effective. Based on recent studies of program completers by the counseling department at the penitentiary, there were two key indicators that verified these findings:

(1) The vocational program completers continued to earn an average wage that exceeded the non-vocational trained inmates, and

(2) Inmates who had completed a vocational program continued to have recidivism rates lower than the general prison population that was released.

No additional Carl Perkins funds were expended in correctional institutions. Any additional funds expended were State funds.

VI. SPECIAL POPULATIONS

Career education was provided for all eighth grade students in 150 school districts on an ongoing basis. Notification and information was provided to parents of the Special Populations students relative to the vocational programs/training available in each district.

During FY94, Special Populations students enrolling in vocational programs received vocational assessments of academic and physical abilities. Provisions were made to assist each student according to identified needs.

The Mississippi Special Populations Conference was held in Tupelo, Mississippi on April 11-13, 1994. Over 375 Special Populations staff and other concerned persons attended. The purpose of the conference was to expose the Special Populations staff to other methods and approaches for serving the Special Populations in vocational programs, and to provide inservice activities which would help them better serve the Special Populations students.

The following services were provided in FY94.

A. DISABLED

Disabled - Secondary Level

Secondary Local Educational Agencies around the state employed 200 support staff persons to provide special vocational assistance for 8,695 disabled students during the 1993-94 program year. These services included vocational evaluation, guidance and counseling, and academic assistance as required by Section 118 of the Carl Perkins Vocational Amendment Act.

A description of the services provided in FY94 included the following:

Disabled students who were served in vocational preparation/evaluation programs throughout the state were provided "hands-on" exploratory experiences in several vocational areas. Instructors in the programs were paired with Special Education instructors to provide academic assistance and career information. The goal of this activity was to prepare the disabled students to select and enter regular vocational programs determined appropriate based on need, interest, and the physical abilities of students being served. The approach being used by vocational resource educators was to serve as a support person for these students and to evaluate them using a commercial evaluative instrument.

Vocational Evaluation Center Services

The Jackson Public School District operated a comprehensive vocational evaluation center at the Jackson Career Development Center with a certified vocational evaluator for the handicapped. Services provided included vocational assessment, administration of standardized or locally developed tests (non-verbal or manipulative aptitude, interest, work and job skills). The purpose of these services was to assess and evaluate disabled students' vocational potential and provide information needed to aid them in making appropriate vocational program choices and to provide for the development of Individual Education Plans. Other school districts provided such services at district vocational centers using counselors, vocational resource educators, and related studies instructors.

Vocational Evaluation and Exploration

Vocational Preparation for the handicapped programs were designed to give "hands-on" exploratory experiences to fourteen and fifteen-year old disabled students. The goals for the program were to evaluate disabled students to determine vocational potential, manipulative abilities, and vocational interest. This provided for proper placement and facilitated success in regular vocational programs. Students entering the program at age fifteen were limited to one-year in the program. Fourteen year old students were permitted to remain in the program for two years. During FY94, fourteen programs served 278 secondary students.

Vocational Resource Educator

The vocational resource educators provided a service to ensure the success of the students in secondary and/or adult regular vocational programs in vocational complexes. They provided academic assistance and career information to disabled students, and conducted psychomotor assessments for all disabled students.

Guidance and Counseling Services

A total of 68 Special Populations counselors at the secondary level, including 2 at the Williams School for Youth Offenders, provided the Special Populations students guidance and counseling services as well as career information. These services were provided in addition to the regular guidance services.

Other Related Services

Other related services that were necessary for the disabled student to succeed in appropriate vocational programs included: special academic assistance, interpreters, equipment modification, curriculum modification, and other necessary services.

The state's transition plan consjsted of activities such as providing special guidance and counseling services, academic assistance relating to the success of the vocational student, career information for all 8th grade students, vocational evaluation and assessment, occupational orientation, and specialized equipment.

Disabled - Postsecondary Level

During FY94, 499 disabled students at postsecondary institutions received additional services in mainstream programs at the postsecondary level. There were no specially designed vocational skills programs at the postsecondary level; therefore, all disabled individuals were served in mainstream programs. Community/junior colleges around the state employed 72 special support staff to provide special vocational services and assistance for disabled students.

The community/junior colleges had very close working relationships with Vocational Rehabilitation and other program services, providing a smooth transition from secondary programs to postsecondary programs.

Postsecondary schools had strong outreach programs that enabled interaction with the secondary schools. Disabled individuals recruited from the secondary school were provided special guidance and counseling services. When disabled students enrolled in a vocational program, they received a vocational evaluation and assessment, a survey of interest, proper placement services, and academic assistance. The learning style of students was examined and the curricula were adapted as warranted for the success of students.

The primary focus at the postsecondary level was to provide an extensive outreach program and academic assistance to ensure successful completion of the programs by the disabled individuals.

A description of the services provided in FY94 included the following:

Vocational Resource Educator

Vocational Resource Educators provided services to ensure the success of disabled students in postsecondary and/or adult regular vocational programs in vocational complexes. They also provided academic assistance and career information to disabled students.

Guidance and Counseling Services

A total of 10 Special Populations counselors at the postsecondary level provided student guidance and counseling services and career information. These services were provided in addition to the regular guidance services.

Other Related Services

Other related services were provided to help disabled students succeed in appropriate vocational programs including: special academic assistance, interpreters, equipment modification, curriculum modification, and other necessary services.

B. LIMITED ENGLISH PROFICIENT (LEP)

Limited English Proficient - Secondary Level

During FY94, services were provided to 238 LEP students at the secondary level.

Limited English Proficient - Postsecondary Level

During FY94, services were provided to 83 LEP students at the postsecondary level.

C. DISADVANTAGED

Disadvantaged - Secondary Level

A total of 48,603 disadvantaged students in secondary vocational programs were served in FY94. There were no disadvantaged students in separate programs. Students were served by 200 special support staff persons employed by secondary LEA's.

Disadvantaged - Postsecondary Level

A total of 9,282 disadvantaged students were served in postsecondary vocational programs during FY94. These students were served by 72 special support staff persons employed by community/junior colleges. Related studies assistance was provided in Vocational Individualized Development System (VIDS) labs which were well equipped. Disadvantaged students were provided the opportunity to improve academic deficiencies so that they could succeed in vocational and technical education programs.

Vocational Related Studies services were provided at secondary and postsecondary institutions. A total of 11,721 secondary and postsecondary students were enrolled in the remedial instruction programs. There were 272 total vocational related studies teachers employed by secondary and postsecondary districts.

The criteria for students participating in the disadvantaged remediation program were:

(1) The students were actively enrolled in a vocational-technical program; and

(2) Pre-test results on standardized tests indicated that students were functioning two or more grade levels below peers.

Determination of eligibility was made for the disadvantaged students through pre-test using standardized tests. Students who were identified as qualified for academic assistance were scheduled for the related studies lab.

The related studies services for the disadvantaged were provided in lab settings. The labs were well-equipped with computers and materials designed to improve skills in reading, mathematics, writing, speaking, and listening. Employability skills were also emphasized.

The special counselors served disadvantaged students and provided supplemental guidance and counseling services necessary for students to make meaningful vocational education choices. The counselors provided the students opportunities to develop employability skills and other skills necessary for them to be successful in their vocational programs. These counselors were included in the guidance report and not in the special staff count.

In addition to remediation instruction, the Related Studies instructors were allotted time to observe the disadvantaged students in vocational class settings. This time allowed the instructors to assess the area(s) of need for disabled students.

*See Appendix D for exemplary program.

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

Professional Development

There was a critical need to provide quality professional development support services to local vocational and technical teachers and administrators. A cooperative agreement was developed among three state universities (Alcorn State University, Mississippi State University, and The University of Southern Mississippi) and the Mississippi Department of Education to provide such services. The universities planned and delivered professional development such as vocational and technical preservice courses, technical assistance, and inservice projects to meet specific needs. During FY94, 419 teachers and administrators participated in the activities.

Validation of occupational competency for non-degree and non-education degree teachers was documented through the use of the National Occupational Competency Testing Institute (NOCTI) Teacher Occupational Competency Test. The testing program served as a screen to test occupational competency of teachers. Thirteen occupational areas were used to test 51 potential teachers. Of the 51 tested, 38 were successful by Mississippi standards.

Computer applications workshops were offered to existing teachers who had been assigned to teach the course but did not have the correct certification endorsement. A total of 69 academic and vocational teachers participated in the training and 96 percent completed all workshop requirements.

Professional development activities focused on an inservice/preservice training program for beginning non-educational degree teachers and on conferences and workshops to update vocational education personnel. Eight sessions of the inservice/preservice training program were conducted. The inservice/preservice training served 535 beginning vocational teachers. Approximately 2,600 vocational and technical and adult educators attended the August 1993, Summer Conference.

Other activities centered around Mississippi's Tech Prep Initiative and the Integration of Academic and Vocational Education. Training began with the 15 pilot sites to provide orientation and technical assistance as the Tech Prep model was developed. Training was conducted for teachers to implement the contextual methodology, i.e., the teaching of theory, principles and concepts in the context of applications in the "real world" setting. Participants included 69 teachers of English I, 73 teachers of Pre-Algebra/Algebra I, and 61 teachers of Biology I.

Tech Prep workshops were conducted in Career Exploration (grade 7), Computer Discovery (grade 8), and Technology Discovery (grade 9) for existing and new teachers assigned to teach in new Tech Prep subject areas who were not properly certified. A total of 84 academic and vocational teachers achieved the required teacher competencies.

Tech Prep training also included sessions for 45 counselors and 60 administrators in the 15 Pilot Site schools. The 15 community/junior college tech prep coordinators were involved in all phases of training.

Professional development for vocational administrators was conducted in two phases: (1) local school administrators participated in seven regional workshops designed to provide updated and pertinent information and materials, and (2) leadership training workshops (2 ½ days) were for the purpose of developing skills in: management, critical thinking, handling school crises, and other areas of vocational administration.

Curriculum Development

Curriculum development activities in FY94 were conducted through the Research and Curriculum Unit for Vocational and Technical Education at Mississippi State University. Activities focused on the development of Tech Prep and Integration of Academic and Vocational Education materials and media. Instructional materials to assist teachers in implementing and updating curricula were disseminated to secondary and postsecondary programs throughout the state. Over 121,000 copies of publications, media, and software were disseminated for use in instructional programs in the state.

Research

Research activities focused on activities associated with the Vocational and Technical Education Consortium of States, impact studies on the model curricula, development of standards and measures, and data collection for planning and assessment.

*See Appendix E for exemplary program.

VIII. COMMUNITY BASED ORGANIZATIONS (CBOs)

Male and Female Students Served by CBOs

CBOs and eligible local school districts/agencies served 2,075 students during FY94. This number consisted of 1,019 male and 1,056 female students.

Number of CBOs Participating with Eligible Local School Districts/Agencies Designated by Rural and Urban Areas

Three CBOs participated with eligible local school districts/agencies in areas designated as rural or depressed areas. Three CBOs participated in areas designated as urban or non-depressed areas.

Programs, Services and Activities of CBOs in Cooperation with Other Programs and Nontraditional Activities

Madison Countians Allied Against Poverty (MAD-CAAP), the local CBO, and the Canton Separate School District provided outreach, prevocational preparation, career intern support, school dropout recruitment, assessment, and career counseling for special populations students through the program "Looking for a Brighter Future." MAD-CAAP joined a local coalition to expand services to its participants.

The Underhill Improvement Association, a local CBO, and Hinds Community College, Raymond Campus developed "Vocational Education: Strategy for Reducing Dropouts." The program was designed to address the high dropout rate. The group targeted group was between the ages of 14 and 21. Activities such as academic assistance, personal counseling, employment, vocational skills training, life skills development, mentoring, community service, and entrepreneurial training were employed to impact the target population.

A similar program of mentorship, called "Mentors Organized for Vocational Education (MOVE)," was available to Leflore County vocational students. The initiative was developed as a partnership between Greenwood/Leflore County Help Organization, the local CBO, Mississippi Valley State University, and Leflore County School District. The project was designed to bridge the gap between high school vocational training programs and technical training beyond high school. Local business and industry mentors were matched with participants to form a positive experience in mastering basic skills. The participants were also provided the opportunity to experience entry-level expectations of business and industry. Counseling was provided to assist students in making meaningful career choices.

The local CBO, Pine Belt Youth Coalition, Inc., and Laurel Separate School District's R. H. Watkins Vocational Center developed "Working With At-Risk Youth to Make A Difference." The program coordinated with the local youth court system and other area social service agencies to articulate services for participants. The program sought to improve the academic, occupational, and personal skills of potential secondary school dropouts.

The Pine Belt Regional Youth Coalition and other professionals from social service agencies in the Southeast Mississippi Regional Alternative Educational Cooperative (SMRAEC) area, believe that all students can learn, thrive academically and socially, and become productive members of society. A method for treating the whole student was developed for this nontraditional environment.

The Mississippi Gulf Coast Community College, Jefferson Davis Campus at Gulfport, served the refugee population through a program called "Refugee Preparation and Education." These services were provided by the local CBO, the McAuley Education Center, which was operated by The Sisters of Mercy with volunteer help. "Refugee Preparation and Education" taught English as a second language and prepared students for GED testing, entering postsecondary vocational training, enter the job market, and coping with special problems encountered while adjusting to a new culture.

According to the 1990 census data, Southeast Asians number 6,700 in the coastal area of the state.

Tunica County Vocational Center, in coordination with the Tunica Branch of the NAACP, provided support services for potential dropouts. The program, "Vocational Community Based Support Program", provided guidance and counseling services to help students stay in school and make meaningful career choices. Employability skills and vocational training were provided to ensure that at-risk students learned to be self-supporting. These at-risk students were also encouraged to pursue postsecondary vocational/technical training.

*See Appendix F for exemplary program.

IX. CONSUMER AND HOMEMAKING EDUCATION

Balancing Work and Family

Four Balancing Work and Family programs in Mississippi, funded with Carl Perkins Funds, worked with business and industry to provide needed services for their employees. The goals were to strengthen the family as well as the individual employee. Programs encouraged the business community to recognize and respond to the need for parent and family education programs and to use the adult vocational education system as a resource for the adult education service. Coordinators worked with employers from business and industry.

Topics of the programs included: improving communications, relieving stress, child care, parenting, wellness, and nutrition. The Mississippi Department of Public Welfare, requested one teacher to conduct a series of parent education classes for employed adults who received child welfare services. The children of these adults had been removed from their homes by the court. This program worked with parents of children who were in employer sponsored day care programs.

A special seminar was conducted for employers who sponsor day care centers. Key collaborators included representatives of the State Welfare Agency, the State Health Department, and the State Department of Education. The cooperative effort of these agencies gave strength to the program.

Other classes were coordinated with the Council on Aging through some of its senior citizens activities. The program worked with: special education groups, the Junior Auxiliary, the school lunch program, and the Cooperative Extension Service. The teachers coordinated seminars, sponsored by area banks open to the public, on money management. Other programs were presented on college and university campuses and to civic groups to make the public aware of services offered through Balancing Work and Family Programs.

Correctional Institutions

One of the most unique uses of programs funded through Carl Perkins funds was the Life Skills Program at the Central MS Correctional facility, a prison facility for women. The program was designed to help build self-esteem and rehabilitate inmates by helping to prepare them for the outside world. The Balancing Work and Family Program provided opportunities to learn skills in management and communication.

Studies have shown that the traditional American family reflects about 13 percent of the nation's families. Due to this trend, there was a need to include issues faced by different types of families. Priority was placed on two career and single

parent families. Emphasis was also placed on other changes that would affect families as a result of our technological society. Consumer and homemaking programs were meeting needs of individuals as they prepared for the dual role of wage earner and homemaker.

Consumer Homemaking In Depressed Areas (CHIDA)

Consumer Homemaking In Depressed Areas (CHIDA) programs are vocational programs designed to provide instruction for out-of-school youths and adults living in economically depressed areas. CHIDA was designed to assist these individuals improve their quality of life and living environment. Families and individuals with limited income were provided hands-on learning experiences. Instructional materials were provided through home visits, group meetings (Consumer Education), and telephone consultations. The major goal of the CHIDA Vocational Program was to provide practical living experiences that would enable participants to change their self-image of defeat and failure to one of self-confidence and success.

The Instructional Program of Work was planned to meet the needs and interests of the enrollees. Some of the topics included: money management, wise use of food stamps, the selection, purchase, and/or construction (including recycling) of clothes, nutrition and diet, the selection, purchase, preparation and preservation of food, housing and home improvement, home maintenance, health and safety, child development/parenthood education, and community service agencies. Lessons included: managing family finances, stress and the single parent (facing family stress), handling door-to-door salespersons, shopping with "discount coupons", home safety, home maintenance, drug and child/adult abuse, skills in woodworking, clothing construction and sewing for home improvement, using sewing skills to supplement family income, home improvement (including furniture refinishing and re-upholstering), job seeking and employability skills, available community services (transportation, health, housing and other needs), and coping with family crisis (including death).

Program participants were taught become effective buyers in the market-place. Help was provided so that individuals could enhance employability skills by participation in GED and other Basic Education programs offered by school districts.

Homemaker specialists included basic skills as part of the program and assisted enrollees with reading and math skills problems. A major emphasis in many programs was helping participants to enhance employability skills. Participants who developed skills in clothing construction were encouraged to use these skills to supplement their income by construction clothing and doing alterations for others.

Workshops were planned and conducted to help instructors (homemaker specialists) enhance their knowledge and instructional skills. Instructors were encouraged to share ideas that had been successful in their individual programs. Seventeen homemaker specialists participated in workshops as a part of the FY94 State Summer Vocational Education Conference.

Participants continued to be predominantly females however the number of males in some school districts increased. Special efforts were made to recruit more males as program participants. Emphasis was placed on planning overall programs of work that were appealing to both males and females.

New equipment items to update and enrich program offerings were purchased as requested on an individual school district basis. The success of the CHIDA program was a combined effort of local administrators, cooperating home economics teachers, local community agencies, local craft committee members, and the state staff.

Many successful stories exist of enrollees who participated in the CHIDA program. Some specific accomplishments for FY94 included:

Copiah County - The homemaker specialist in this county worked with enrollees in a variety of hands-on learning experiences including upholstery, clothing construction, construction of home furnishing items, gardening, and canning/freezing vegetables and fruits. One of the enrollees participating in the program stated that as a result of learning skills in clothing construction she was able to make clothes for her children as well as for herself. Money saved on the clothing budget was used for other needed family expenditures.

Jefferson County - Two homemaker specialists in this county worked with participants in the use of the Industrial Sewing Machine and Home Style Serger. Enrollees learned to construct lingerie, bedspreads and comforter sets, and other items that were sold during a "Yard Sale" that was organized and planned by the enrollees. Two enrollees from this program were employed in a Clothing Construction Factory. The enrollees indicated that participation in the CHIDA program played a major role in helping them become employed. One specialist assisted a family in getting a mobile home through HUD. Two clients were assisted in obtaining approval to have their homes designated as "In - Home Day Care Center." Another participant was employed as a teacher assistant.

Leflore County - One of the homemaker specialists in the county was very concerned about teen pregnancy. She used pamphlets from the health department and had discussions with enrollees regarding the

consequences of becoming pregnant at an early age. The homemaker specialist indicated that the use of pamphlets and discussions proved to be successful as the number of teen pregnancies in families of enrollees decreased.

Noxubee County - Homemaker specialists assisted enrollees in meeting a number of family crises that included child abuse, drugs, and gang related problems. Names of agencies for counseling was provided to enrollees and others who requested this information. Discussion of stress related problems was encouraged during group meetings.

Coahoma County - One of the homemaker specialists assisted enrollees in planning menus and shopping lists. The specialist also accompanied some of the enrollees to the grocery store. In order to avoid overspending, enrollees learned to use a calculator as they shopped. The participants in this program took a Field Trip to an "Industrial Exposition" where they were provided the opportunity to meet and talk with Industry Personnel Directors regarding possible job openings. The homemaker specialists indicated that this field trip was beneficial because enrollees became more aware of potential job opportunities.

The annual end-of-the-year reports (evaluations) included comments from participants. The reports indicated that the program was meeting the needs and interests of the individuals.

Mississippi Association of Future Homemakers of America

In FY94 the Mississippi Association of Future Homemakers of America had 225 chapters and 9,640 members. Organizational activities included the 1994 State HERO Proficiency Events Competition, State Leadership Meeting, and STAR Competitive Events. The state participated in the National Cluster Meetings and the National Leadership Meeting. Mississippi had 30 FHA/HERO delegates who participated and received top honors in the National STAR Events Competition. More than 300 members participated in the Proficiency Events (competition in all occupational skill areas) and 800 delegates attended the State Leadership meeting. The Leadership/Officer Workshop was also held.

FHA/HERO was a very valuable part of the Home Economics program. It made teaching and learning easier and more fun. It reinforced academic skills, made the curriculum relevant, and brought the community into the total vocational program. FHA developed leadership, enhanced employability skills, and made decision-making skills relevant to the total program.

Consumer Homemaking

The Home Economics program provided learning experiences, activities, and services in consumer and homemaking and occupational home economics for all educational levels. The three program areas were ***Enrichment, Basic Personal Services, and Occupational.*** Individuals were prepared for the occupation of homemaking in paid and unpaid employment. The ultimate goals were for the total development of the individual and the improvement of the quality of life for all members of the family. There was a need to include issues faced by different types of families. Emphasis was geared in the direction of two-career and single-parent families. Priority was also placed on other changes affecting families as a result of our technological society. This need was reflected by enrollment of males in home economics programs. Research indicated by the year 2000 only 20 percent of jobs will require a college degree. Consumer and homemaking programs were meeting the needs of individuals as they prepared for the dual role of wage earner and homemaker.

Basic Vocational Personal Services

Basic Vocational Personal Services programs for secondary students in grades 9 and 10 provided a "common core" of basic skills for entrance into all vocational skill programs or entry into semi-skilled occupations. Through the Basic Vocational Personal Services Program, Home Economics Education in Mississippi assisted in the employability of students and helped to raise their scores on the Functional Literacy Exam (required for high school graduation). Recent studies revealed that employers want employees with positive work attitudes and interpersonal relational skills, vocational/technical knowledge and skills, and basic academic skills. The program content emphasized decision-making, critical thinking, application of academic skills, communication skills, job seeking and keeping skills, record keeping, management skills, and computer application skills. Basic vocational personal services emphasized education for employment.

In FY94 teachers provided instruction in consumer and homemaking education to secondary students including males. Occupational programs were provided by 132 secondary teachers and 26 postsecondary teachers.

Approximately 350 Vocational Home Economics teachers attended the Summer Vocational Conference. Excellent participation of the teachers provided great insight into updating and improving the present curriculum of home economics.

See Appendices G and H for exemplary programs

X. TECH PREP

In FY94 the Mississippi Board of Education approved the funding of 15 Tech Prep Projects. Six of the projects were previously funded during FY92. Eight additional initiatives had been funded in FY93. These projects were developed and submitted through an RFP process that was available to all secondary and postsecondary school districts in the state. The RFP allowed districts to submit proposals that contained signed articulation agreements between the local community/junior college district and two or more secondary districts for the purpose of forming a Tech Prep consortium.

The 15 funded Tech Prep consortia exceeded by five the ten projects that were proposed as a result of the statewide assessment as listed on page 113 of the Mississippi State Plan for Vocational Education.

A total of 141 secondary school districts signed articulation agreements within the 15 funded consortia. These participating districts consisted of both rural and urban schools with a majority of the districts being rural. This was consistent with the geographical make-up of the state.

FY94 was a planning service year for one of the fifteen consortia projects. Eight of the consortia were involved in the implementation phase of Tech Prep education. The remaining six were identifying and reporting Tech Prep students in the program. Student data for the six projects are shown on the secondary enrollment table for FY94.

In FY93 the Mississippi Board of Education approved 15 school districts to serve as Pilot Sites to implement a three-year plan for Tech Prep education. These Pilot Sites were located geographically across the state with one in each community/junior college district. The three-year plan included components for technical preparation, career guidance and counseling, preparatory services, articulation of programs, building academic and vocational teacher teams for integration, student assessment (academic and vocational), and service to special populations students.

The preparatory component was expanded in FY94 to include Geometry, Algebra II, Biology II, and English II. These teachers were provided resource materials and training to implement contextual teaching methodologies in the classroom. Local Tech Prep consortia have provided materials and training for approximately 499 (duplicated count) academic teachers in the three subject areas. Also, preparatory courses in the 7th and 8th grades were being developed.

The state and local level Tech Prep Steering Teams consisted of representatives for special populations and business and industry. Representatives of both committees have participated and contributed to the development of all training materials, guides, and manuals.

An exemplary program is described in the appendix. The process used to select the site was as follows: In April and May of 1993 the Director and staff of the Tech Prep program reviewed the fifteen Pilot Sites. Each site was evaluated using a checklist form developed around nine areas. A total of thirty points was possible: the site with the greatest number of points was designated as the exemplary program for FY94*.

*See Appendix I for exemplary program.

XI. INTEGRATING APPLIED ACADEMICS INTO VOCATIONAL - TECHNICAL EDUCATION PROGRAMS

Subsequent to the training of 30 Mississippi biology/chemistry teachers, 30 mathematics teachers, and 30 English teachers, quarterly follow-up training sessions were held for each discipline. Each academic teacher attended follow-up training with a vocational counterpart. The follow-up sessions trained teachers on different modules within the integrated curriculum materials that had been provided previously. The curriculum materials present communications, biology, and mathematics in a meaningful and relevant manner. These curriculum materials are infused into the existing Mississippi Core Curriculum. Each training session was designed to enhance the effectiveness of classroom teachers as they integrated real-life and workplace experiences into their classes.

Academic and vocational teacher teams were trained in cooperative learning strategies, team teaching and planning, learning styles, and performance-based assessment. At the conclusion of each follow-up training session, teachers had developed an integrated lesson plan with like and different disciplines that included cooperative learning strategies and applied learning activities.

XII. CAREER GUIDANCE and COUNSELING

Career guidance and counseling in the state of Mississippi was provided by 227 vocational counselors who were located in vocational centers, high schools, middle schools, and at the Mississippi Department of Corrections. There were 159 secondary programs, 54 postsecondary programs and 4 programs at the Mississippi Department of Corrections. These counts include 66 secondary and 10 postsecondary special populations guidance counselors.*

The National Career Development Guidelines have been an integral part of curriculum development during FY94. As the field of career development and career guidance received increased attention, the National Center Development Guidelines have strengthened and improved the career delivery system in Mississippi.

Activities and services for professional development included the previous mentioned NCD guidelines and the following workshops:

* SOICC Workshops - The State Occupational Information Coordinating Committee (SOICC) Office provided two workshops on "Improved Career Decision Making" for state counselors and a satellite teleconference on workplace skills.

* Equity Training - One counselor from every school district was provided equity training on use of the resource guide, Expanding Options, with students for career exploration purposes. Counselors trained in these regional workshops were required to provide equity training for the entire district.

* Vocational Summer Conference - The conference was another focal point of professional development for career guidance and counseling. The theme for the conference was "Skills for a Lifetime". There were twelve concurrent sessions for participants to attend.

* Special Needs Conference - During April 1994, counselors for the special populations attended the Mississippi Special Needs Conference. The conference emphasized services for at-risk students. Teaching Basic Academic Skills, Integrating Basic Academics and Vocational Education as required by the Carl D. Perkins Vocational and Applied Technology Education Act.

* Mississippi's Tech Prep Initiative funded by the Carl D. Perkins money provided counselor training for pilot site schools in Mississippi. At least four formal training sessions were held which included these counselors. They benefited from site development training, articulation training, and two or more follow-up sessions in the Fall and Spring.

*See Section VI Special Populations for more on guidance.

OTHER STATE VOCATIONAL INITIATIVES

A. OFFICE OF STUDENT DEVELOPMENT

The Office of Student Development (OSD) spans both vocational and academic programs within the Mississippi Department of Education. Through vocational organizations the OSD supports over 1,200 local vocational student organization programs. This represents more than 35,000 paid members of vocational student organizations and over 1,400 teacher advisors. Students participating in vocational student organizations can begin with initial vocational courses offered in junior high and middle schools and continue through postsecondary programs. Vocational student organizations are an integral part of the vocational instructional curricula and delivery system.

Vocational student organizations offer more than 175,000 students enrolled in vocational courses at the secondary and postsecondary levels the opportunity to experience leadership training, self development training, and skills testing. Vocational student organizations include:

FBLA (Future Business Leaders of America) (Secondary)
PBL (Assqciation for Business Students) (Postsecondary)
DECA (Association for Marketing Students) (Secondary)
DEX (Association for Marketing Students) (Postsecondary)
FFA (Association for Agricultural Students) (Secondary/Postsecondary) (Includes a Junior Association
PAS (Association of Agricultural Students (Postsecondary)
FHA/HERO (Future Homemakers of America)
PASTE (Child Care Teacher Assistants Association)
VICA (Vocational Industrial Clubs of America) (Secondary/Postsecondary)
HOSA (Health Occupations Students of America) (Secondary/Postsecondary)
TSA (Technology Students Association)

Currently, the OSD coordinates and facilitates ten state level conferences and skills contests, 27 district level competitions, and over 20 instate leadership activities. Additionally, the OSD handles the daily administrative and communications tasks of each organization. The OSD manages scholarship programs, handles promotion and awareness programs, and assists academic organizations.

Vocational student organizations are self-evaluating by their very structure and purpose. Each organization pyramids from hundreds of local skill and leadership competitions through district, state, and national competitions to identify the very best of the best. Each of Mississippi's vocational student organizations consistently excels when competing with other states in these competitive activities. Examples from the 1993-94 activity year include:

* MS HOSA (Health Occupations Students of America) took 53 national honors, more than any other state

* Kevin Thigpen of Ellisville, MS, was elected as the National TSA (Technology Students Association) President

* MS VICA (Vocational Industrial Clubs of America) took gold medals in Sheet Metal Trades, Advertising Design, and Opening and Closing of Business Meetings.

The Office of Student Development is funded through the Mississippi Department of Education to coordinate and support student organization activities and is an inherent component of the integration of vocational and academic instruction.

B. SCHOOL-TO-WORK

In January, 1994, the State of Mississippi received a $240,000 grant from the U. S. Department of Education and Labor for the purpose of developing a statewide comprehensive school-to-work system. The grant is administered through the Mississippi Department of Education. However, this is a collaborative effort between the Governor's Office, State Board for Community/Junior Colleges, Department of Economic and Community Development, Mississippi Department of Education, Institutions of Higher Learning, and Jobs for Mississippi Graduates.

The primary focus of the developmental grant is to create a seamless statewide system for getting individuals from school into the workforce. Overall the comprehensive system emphasizes the integration of academic and occupational learning, school-based and work-based learning, and work-site experience and classroom learning.

Participants who exit the statewide system will earn a high school diploma or a certificate recognizing successful completion of one or two years of postsecondary education. They will also earn a skill certificate in occupations where national skills are recognized by the U. S. Department of Labor.

C. WORK-BASED LEARNING

Work-Based Learning, a state-funded program, is included in the performance report because it is an integral component of the School-to-Work initiative. Recognizing that effectively preparing Mississippi's youth for productive careers is critical to the economic success of the State, the Mississippi Department of Education led the formation of an ad hoc public/private advisory group, the Work-Based Learning Advisory Committee (hereafter, the "Committee"). The Committee, representing the state's business, education and training, and governmental communities, recommended the creation of a comprehensive state-wide work-based learning program. The Committee's vision of work-based learning incorporates the combined expertise of educators and employers into appropriate vocational and technical programs throughout the state to ensure that public school students in secondary and postsecondary programs are fully prepared upon graduation for rewarding jobs with career potential.

Over a six-month period, the 50-member Committee identified the basic components of a comprehensive work-based learning program which empowers all students with high academic skills, marketable occupational skills, and appropriate workplace behaviors. A complete report of their recommendations, including the steps to develop a local work-based learning program and the design components of quality work-based learning was recommended by the Committee. It is intended to provide schools, employers, and other stakeholders in workforce development with a guide to design effective local work-based learning programs. The handbook developed will be used as a guide for all work-based learning programs funded by the State Department of Education's Office of Vocational and Technical Education.

As a component of Mississippi's Workforce Investment Model a three-year Work-Based Learning pilot program was initiated in 1994. In the Spring of 1994 requests for proposal were sent to every public school system in the state. Prospective pilot sites were evaluated and selected according to established criteria. Four postsecondary and four secondary schools were selected to participate in the first year of the pilot. IN the Summer of 1994 a 40-hour inservice training workshop was conducted for Work-Based Learning coordinators with subsequent monthly training. Coordinators then proceeded to continue implementation of the components of the program at their local levels. In the Fall of 1994 local Work-Based Learning Advisory Committees were established and plans of action developed, program marketing strategies implemented, work sites identified, students recruited and selected, educational training agreements developed, mentors identified and trained, and students placed at work-sites. Work-Based learning instructors are currently working with academic and occupational instructors and conducting scans workshops throughout the year. There are approximately 50 postsecondary and 25 secondary students participating in Work-Based Learning for the FY94 - FY95 year. Work-Based Learning Coordinators will be in the process in the Spring of 1995 of gathering, analyzing, and interpreting data to evaluate program effectiveness and outcomes. Standards and Measures are in the process of being developed. The program will be reviewed and evaluated with the necessary changes being incorporated before the second year of the pilot.

MISSISSIPPI WORKFORCE INVESTMENT MODEL

CAREER INFORMATION PLANNING COMPONENT CAREER PREPARATION	OCCUPATIONAL AWARENESS GRADE 7TH ... 8TH	WORK EXPLORATIONS CAREER CLUSTER GRADE 9TH ... 10TH	CAREER CLUSTER GRADE 11TH ... 12TH	SPECIFIC CAREER CHOICE POSTSECONDARY	FULL-TIME EMPLOYMENT
SCANS COMPETENCIES (Secretary's Commission on Achieving Necessary Skills)	Foundation skills: reading, writing, arithmetic/mathematics, speaking, listening, decision making, self esteem, applied academic, problem solving, individual responsibility	Critical Thinking Sociability Self-Management Integrity Problem-Solving Team Building	Writing Individual Responsibility Reasoning Evaluating Negotiating Allocation of Time, Money, Materials, and Space Conflict Resolution	Understanding Social Organizations Using Computers and Interpreting Data Communication Listening Knowledge Work Well with Others	Learning Capability Using Technology to Solve Specific Problems Working as a Team Negotiating
VOCATIONAL/TECHNICAL PROGRAMS	Enrichment Awareness Technology Education Computer Application Basic Skills Career Discovery Computer Discovery	Diversified Technology Occupational/Technical Specialty Areas Technology Discovery	Occupational/Technical Specialty Area - Agriculture & Natural Res - Business & Marketing - Health & Human Ser - Engineering & Ind Tech	Specific Occupational Area Entrepreneuraihip	Employment Specific Area Full-Timer Worker
SCHOOL-TO-WORK TRANSITION - Work-Based Learning - Co-Op - Work Experience - JTPA - JMG	Industry Visits Resource Speakers Adopt a School/Industry School Partnership Full-Time Student	Work Experience/Shadowing Non-Occupational Specific (Work 3 - 10 hrs/wk) Full-Time Student	Site Based Learning directly related to Occupational Cluster (Work 15 - 20 hrs/wk) Industry Recognized Credential/National Standards Full-Time Student	Site Based Learning in specific Occupational Area (Work 15 - 20 hrs/wk) Industry Recognized Credential/National Standards Half/Full-Time Student	Site Based Learning 6 - 10 hours of Technical Training in plant provided by Community/Junior College Full-Time Worker

ENROLLMENT TABLES

REVISED 1/9/95

STATE OF MISSISSIPPI
OFFICE of VOCATIONAL and TECHNICAL EDUCATION
Final Enrollment and Follow-Up Report

SECONDARY

Occupational Program Area	TOTAL	Male	Female	Non-Spec Pops	Disadvantaged	LEP	Disabled	Corrections	SP/DP/SP	Sex Equity	Adult	Completers
AGRICULTURE	12,407	9,987	2,420	5,112	5,950	(14)	1,345	0	(11)	(2)	(762)	3,585
MARKETING	6,250	2,504	3,746	3,536	2,432	(94)	282	0	(32)	0	(134)	1,874
TECHNICAL	335	181	154	335	0	0	0	0	0	0	(335)	0
CONSUMER/HOMEMAKING	26,056	7,351	18,705	12,050	12,232	(42)	1,774	0	(3)	(10)	(3,111)	7,672
OCCUP HOME ECONOMICS	14,958	4,078	10,880	6,733	7,089	(16)	1,136	0	(41)	(25)	(2,548)	3,450
TRADE & INDUSTRIAL	14,119	12,279	1,840	5,182	6,523	(46)	2,414	(643)	(25)	(29)	(1,965)	3,002
HEALTH	2,074	258	1,816	1,212	808	(2)	54	0	(29)	(15)	(646)	325
BUSINESS	10,594	2,501	8,093	7,240	3,147	(15)	207	(139)	(38)	(58)	(4,852)	1,561
TECH ED/IND ARTS	19,261	14,396	4,865	7,356	10,422	(9)	1,483	0	(10)	(221)	(20)	4,960
GRAND TOTAL	106,054	53,535	52,519	48,756	48,603	(238)	8,695	(782)	(189)	(360)	(14,373)	26,429

REVISED 1/9/95

STATE of MISSISSIPPI
OFFICE of VOCATIONAL and TECHNICAL EDUCATION
Final Enrollment and Follow-Up Report

SECONDARY

Occupational Program Area	Linkage Tech Prep	Co-Op	Appr	Wk-Study	Employed Cont Ed	Related	Other	Military	Other	Current Teachers
AGRICULTURE	(1,327)	0	0	N/A	2,911	399	54	52	169	222.81
MARKETING	N/A	(4,304)	0	N/A	819	835	55	54	111	139.99
TECHNICAL	(2,323)	0	(96)	N/A	0	0	0	0	0	15.00
CONSUMER HOMEMAKING	N/A	0	0	N/A	7,324	2	4	2	340	230.05
OCCUP HOME ECONOMICS	N/A	0	0	N/A	2,867	217	62	17	287	218.41
TRADE & INDUSTRIAL	N/A	0	(298)	N/A	1,743	752	203	109	195	462.33
HEALTH	(641)	0	0	N/A	238	38	21	8	20	66.00
BUSINESS	(3,857)	0	0	N/A	1,257	157	28	36	83	303.97
TECH ED/IND ARTS	N/A	(22)	0	N/A	4,717	25	11	35	172	215.32
GRAND TOTAL	(8,148)	(4,326)	(394)	0	21,876	2,425	438	313	1,377	1,873.88

STATE OF MISSISSIPPI
OFFICE of VOCATIONAL and TECHNICAL EDUCATION
Final Enrollment and Follow-Up Report

POSTSECONDARY

Occupational Program Area	TOTAL	Male	Female	Non-Spec Pops	Disadvantaged	LEP	Disabled	Corrections	SP/DP/SP	Sex Equity	Adult	Completers
AGRICULTURE	1,432	1,196	236	748	660	(14)	24	(182)	0	(32)	(130)	448
MARKETING	1,183	551	632	839	318	0	26	0	(29)	(3)	(565)	159
TECHNICAL	4,024	3,344	680	3,172	781	(7)	71	0	(27)	(110)	(2,410)	438
CONSUMER/HOMEMAKING	0	0	0	0	0	0	0	0	0	0	0	0
OCCUP HOME ECONOMICS	2,207	315	1,892	1,761	424	(10)	22	(23)	(54)	(8)	(1,632)	197
TRADE & INDUSTRIAL	57,098	40,424	16,674	53,605	3,262	(33)	231	(851)	(65)	(72)	(52,465)	2,027
HEALTH	4,816	1,598	3,218	3,207	1,579	(6)	30	0	(102)	(46)	(2,018)	1,261
BUSINESS	7,939	1,729	6,210	5,586	2,258	(13)	95	(20)	(170)	(64)	(4,519)	1,190
TECH ED/IND ARTS	0	0	0	0	0	0	0	0	0	0	0	0
GRAND TOTAL	78,699	49,157	29,542	68,918	9,282	(83)	499	(1,076)	(447)	(335)	(63,739)	5,720

STATE of MISSISSIPPI
OFFICE of VOCATIONAL and TECHNICAL EDUCATION
Final Enrollment and Follow-Up Report

POSTSECONDARY

Occupational Program Area	Linkage Tech Pre	Co-Op	Appr	Wk-Study	Employed Cont Ed	Related	Other	Military	Other	Current Teachers
AGRICULTURE	N/A	0	0	N/A	172	236	24	2	14	56.80
MARKETING	N/A	(7)	(209)	N/A	42	111	1	0	5	58.23
TECHNICAL	N/A	0	(214)	N/A	112	282	32	3	9	149.00
CONSUMER/HOMEMAKING	N/A	0	0	N/A	0	0	0	0	0	0.00
OCCUP HOME ECONOMICS	N/A	0	0	N/A	55	117	11	1	13	50.00
TRADE & INDUSTRIAL	N/A	0	(2,272)	N/A	678	1,130	98	6	115	816.00
HEALTH	N/A	0	(14)	N/A	92	1,029	42	3	95	210.00
BUSINESS	N/A	0	(15)	N/A	488	544	58	7	93	296.50
TECH ED/IND ARTS	N/A	0	0	N/A	0	0	0	0	0	0
GRAND TOTAL	0	(7)	(2,724)	0	1,639	3,449	266	22	344	1,636.53

FINANCIAL REPORTS

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response. Including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

MS Department of Education
Office of Vocational and Technical Education
P. O. Box 771
Jackson, MS 39205

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

E001311, E001320, E001321, E001323

3. EMPLOYER IDENTIFICATION NUMBER:

1 64600 0758 A-1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

2206/3206

5. FINAL REPORT: ___YES _X_NO

6. BASS: ____CASH _X_ACCRUAL

7. FISCAL YEAR (See instructions) Program Year 1993

8. PERIOD COVERED BY THIS REPORT: FROM 07/01/93 TO 09/30/95

9. INDIRECT EXPENSE

A. TYPE OF RATE: ____PROVISIONAL ____PREDETERMINED ____FINAL _X_FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT 45,421 E. FEDERAL SHARE 45,421

10. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

1. State Adm, Sex Equity Adm and IIIB State Adm are included on secondary report, as per instructions, because they are not divided between secondary and postsecondary.

2. State Programs, 8½%, are not identified as secondary or post secondary.

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED: 12/22/94

TELEPHONE (Area code, number and extension): (601) 359-3079

TYPED OR PRINTED NAME AND TITLE:

Therrell Myers, Ed. D., Associate State Superintendent of Education

FORM A

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Program Year 1993
Secondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants		1,199,677		1,199,677	1,199,677	850,997	348,680				348,680	636,641	287,961
2. St Admin		1,170,175		1,170,175	1,170,175	850,997	319,178						
3. Sex Eq Admin		29,502		29,502	29,502		29,502						
Part A													
4. St Programs		342,908		342,908	342,908		342,908				342,908	1,082,290	739,382
5. St Prgms & Ldrshp		121,551		121,551	121,551		121,551						
6. Prof Dev		44,239		44,239	44,239		44,239						
7. Curr Dev		177,118		177,118	177,118		177,118						
8. Assessment													
Part B													
9. Other St-Admin Prgm		274,087		274,087	274,087		274,087				274,087	274,087	0
10. SP/SPW/DH		207,024		207,024	207,024		207,024						
11. Sex Eq Prgm		67,063		67,063	67,063		67,063						
12. Crim Offenders													
Part C													
13. Basic Prgms		3,297,542		3,297,542	3,297,542		3,297,542				3,297,542	3,297,542	0
14. Other		176,165		176,165	176,165		176,165						
15. Upgrade Curr													
16. Equipment		1,176,230		1,176,230	1,176,230		1,176,230						
17. Inservice Trng													
18. Guid and Couns		435,113		435,113	435,113		435,113						
19. Tech Prep													
20. Special Pops		1,510,034		1,510,034	1,510,034		1,510,034						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's		76,188		76,188	76,188		76,188				76,188	76,188	0
23. Pt. B: CHE's		300,546		300,546	300,546	40,861	259,685				259,685	259,685	0
24. Econ Depr Areas		156,073		156,073	156,073		156,073						
25. St Admin		79,558		79,558	79,558	40,861	38,697						
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus-Labor-Ed													0
29. Pt. E: Tech-Prep				0	0		0				0		0
30. Pt. F: Supp Grants				0	0		0				0		0

FORM B

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Program Year 1993
Postsecondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants													0
2. St Admin													
3. Sex Eq Admin													
Part A													
4. St Programs													0
5. St Prgms & Ldrshp													
6. Prof Dev													
7. Curr Dev													
8. Assessment													
Part B													
9. Other St-Admin Prgm		857,805		857,805	857,805		857,805				857,805	1,190,188	332,383
10. SP/SPW/DH		620,069		620,069	620,069		620,069						
11. Sex Eq Prgm		153,373		153,373	153,373		153,373						
12. Crim Offenders		84,363		84,363	84,363		84,363						
Part C													
13. Basic Prgms		4,156,430		4,156,430	4,156,430		4,156,430				4,156,430	6,252,075	2,095,645
14. Other		708,416		708,416	708,416		708,416						
15. Upgrade Curr													
16. Equipment		2,200,985		2,200,985	2,200,985		2,200,985						
17. Inservice Trng													
18. Guid and Couns		170,926		170,926	170,926		170,926						
19. Tech Prep													
20. Special Pops		1,076,103		1,076,103	1,076,103		1,076,103						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's		19,687		19,687	19,687		19,687				19,687	79,487	59,800
23. Pt. B: CHE's		40,376		40,376	40,376		40,376				40,376	183,815	143,439
24. Econ Depr Areas													
25. St Admin													
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus-Labor-Ed													0
29. Pt. E: Tech-Prep		420,828		420,828	420,828		420,828				420,828	1,400,800	979,972
30. Pt. F: Supp Grants													0

FORM B

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response. Including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

MS Department of Education
Office of Vocational and Technical Education
P. O. Box 771
Jackson, MS 39205

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

E001201, E001207, E001208, E001210, E001265

3. EMPLOYER IDENTIFICATION NUMBER:

1 64600 0758 A-1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

2206/3206

5. FINAL REPORT: X YES ___NO

6. BASS: ___CASH X ACCRUAL

7. FISCAL YEAR (See instructions) Program Year 1992

8. PERIOD COVERED BY THIS REPORT: FROM 07/01/92 TO 09/30/94

9. INDIRECT EXPENSE

A. TYPE OF RATE: ___PROVISIONAL ___PREDETERMINED ___FINAL X FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT 86,507 E. FEDERAL SHARE 86,507

10. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

1. State Adm, Sex Equity Adm and IIIB State Adm are included on secondary report, as per instructions, because they are not divided between secondary and postsecondary.

2. State Programs, 8½%, are not identified as secondary or post secondary.

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Therrell Myers

DATE REPORT SUBMITTED: 12/22/94

TELEPHONE (Area code, number and extension): (601) 359-3079

TYPED OR PRINTED NAME AND TITLE:

Therrell Myers, Ed. D., Associate State Superintendent of Education

FORM A

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Program Year 1992
Secondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	1,321,242	242,482		242,482	1,563,724	945,488	618,236				618,236	618,236	0
2. St Admin	1,316,259	187,465		187,465	1,503,724	945,488	558,236						
3. Sex Eq Admin	4,983	55,017		55,017	60,000		60,000						
Part A													
4. St Programs	79,931	971,070		971,070	1,051,001		1,051,001				1,051,001	1,051,001	0
5. St Prgms & Ldrshp	24,690	279,193		279,193	303,883		303,883						
6. Prof Dev	558	218,226		218,226	218,784		218,784						
7. Curr Dev	54,683	473,651		473,651	528,334		528,334						
8. Assessment													
Part B													
9. Other St-Admin Prgm	256,741	80,767		80,767	337,508		337,508				337,508	337,508	0
10. SP/SPW/DH	196,426	32,384		32,384	228,810		228,810						
11. Sex Eq Prgm	60,315	48,383		48,383	108,698		108,698						
12. Crim Offenders													
Part C													
13. Basic Prgms	3,990,754	1,092,083		1,092,083	5,082,837		5,082,837				5,082,837	5,082,837	0
14. Other	201,478	2,776		2,776	204,254		204,254						
15. Upgrade Curr													
16. Equipment	1,004,188			0	1,004,188		1,004,188						
17. Inservice Trng													
18. Guid and Couns	755,077	278,058		278,058	1,033,135		1,033,135						
19. Tech Prep													
20. Special Pops	2,030,011	811,249		811,249	2,841,260		2,841,260						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	78,083	17,078		17,078	95,161		95,161				95,161	95,161	0
23. Pt. B: CHE's	198,987	197,580		197,580	396,567	37,300	359,267				359,267	359,267	0
24. Econ Depr Areas	67,364	150,551		150,551	217,915		217,915						
25. St Admin	64,324	12,483		12,483	76,807	37,300	39,507						
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus-Labor-Ed													0
29. Pt. E: Tech-Prep	60,912	962,185		962,185	1,023,097		1,023,097				1,023,097	1,023,097	0
30. Pt. F: Supp Grants	152,947	46,642		46,642	199,589		199,589				199,589	249,267	49,678

FORM B

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Program Year 1992
Postsecondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants													
2. St Admin													
3. Sex Eq Admin													
Part A													
4. St Programs													
5. St Prgms & Ldrshp													
6. Prof Dev													
7. Curr Dev													
8. Assessment													
Part B													
9. Other St-Admin Prgm	874,761	209,675		209,675	1,084,436		1,084,436				1,084,436	1,084,436	0
10. SP/SPW/DH	577,588	59,777		59,777	637,365		637,365						
11. Sex Eq Prgm	197,725	125,698		125,698	323,423		323,423						
12. Crim Offenders	99,448	24,200		24,200	123,648		123,648						
Part C													
13. Basic Prgms	3,425,068	765,639		765,639	4,190,707		4,190,707				4,190,707	4,190,707	0
14. Other	868,246	13,163		13,163	881,409		881,409						
15. Upgrade Curr													
16. Equipment	1,659,228			0	1,659,228		1,659,228						
17. Inservice Trng													
18. Guid and Couns	184,152	56,859		56,859	241,011		241,011						
19. Tech Prep													
20. Special Pops	713,442	695,617		695,617	1,409,059		1,409,059						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	45,670	16,982		16,982	62,652		62,652				62,652	62,652	0
23. Pt. B: CHE's	66,403	24,741		24,741	91,144		91,144				91,144	91,144	0
24. Econ Depr Areas													
25. St Admin													
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus-Labor-Ed													0
29. Pt. E: Tech-Prep	186,037			0	186,037		186,037				186,037	186,037	0
30. Pt. F: Supp Grants													0

FORM B

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response. Including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

MS Department of Education
Office of Vocational and Technical Education
P. O. Box 771
Jackson, MS 39205

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

E001531, E001536, E001537, E001566

3. EMPLOYER IDENTIFICATION NUMBER:

1 64600 0758 A-1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

2206/3206

5. FINAL REPORT: X YES ___NO

6. BASS: ___CASH X ACCRUAL

7. FISCAL YEAR (See instructions) Program Year 1991

8. PERIOD COVERED BY THIS REPORT: FROM 07/01/91 TO 09/30/93

9. INDIRECT EXPENSE

A. TYPE OF RATE: ___PROVISIONAL ___PREDETERMINED ___FINAL X FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT 64,816 E. FEDERAL SHARE 64,816

10. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

1. State Adm, Sex Equity Adm and IIIB State Adm are included on secondary report, as per instructions, because they are not divided between secondary and postsecondary.

2. State Programs, 8½%, are not identified as secondary or post secondary.

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL: Therrell M. Myers

DATE REPORT SUBMITTED: 12/22/94

TELEPHONE (Area code, number and extension): (601) 359-3079

TYPED OR PRINTED NAME AND TITLE:

Therrell Myers, Ed. D., Associate State Superintendent of Education

FORM A

Program Year 1991
Secondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	1,455,209	3,058		3,058	1,458,267	908,478	549,789				549,789	549,789	0
2. St Admin	1,397,084	1,183		1,183	1,398,267	908,478	489,789						
3. Sex Eq Admin	58,125	1,875		1,875	60,000		60,000						
Part A													
4. St Programs	831,587	48,910		48,910	880,497		880,497				880,497	880,497	0
5. St Prgms & Ldrshp	468,751	48,910		48,910	517,661		517,661						
6. Prof Dev	157,568			0	157,568		157,568						
7. Curr Dev	205,268			0	205,268		205,268						
8. Assessment													
Part B													
9. Other St-Admin Prgm	297,470			0	297,470		297,470				297,470	297,470	0
10. SP/SPW/DH	146,435				146,435		146,435						
11. Sex Eq Prgm	151,035			0	151,035		151,035						
12. Crim Offenders													
Part C													
13. Basic Prgms	2,517,521			0	2,517,521		2,517,521				2,517,521	2,517,521	0
14. Other	165,127				165,127		165,127						
15. Upgrade Curr													
16. Equipment	860,089			0	860,089		860,089						
17. Inservice Trng													
18. Guid and Couns	440,507				440,507		440,507						
19. Tech Prep													
20. Special Pops	1,051,798				1,051,798		1,051,798						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	109,280			0	109,280		109,280				109,280	109,280	0
23. Pt. B: CHE's	441,172			0	441,172	37,108	404,064				404,064	404,064	0
24. Econ Depr Areas	307,378			0	307,378		307,378						
25. St Admin	64,693			0	64,693	37,108	27,585						
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus-Labor-Ed													0
29. Pt. E: Tech-Prep	190,885			0	190,885		190,885				190,885	190,885	0
30. Pt. F: Supp Grants													0

FORM B

Program Year 1991
Postsecondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants													
2. St Admin													
3. Sex Eq Admin													
Part A													
4. St Programs													
5. St Prgms & Ldrshp													
6. Prof Dev													
7. Curr Dev													
8. Assessment													
Part B													
9. Other St-Admin Prgm	1,103,730			0	1,103,730		1,103,730				1,103,730	1,103,730	0
10. SP/SPW/DH	729,307			0	729,307		729,307						
11. Sex Eq Prgm	263,709			0	263,709		263,709						
12. Crim Offenders	110,714			0	110,714		110,714						
Part C													
13. Basic Prgms	5,729,318			0	5,729,318		5,729,318				5,729,318	5,729,318	0
14. Other	1,032,659				1,032,659		1,032,659						
15. Upgrade Curr													
16. Equipment	3,197,757			0	3,197,757		3,197,757						
17. Inservice Trng													
18. Guid and Couns	93,248				93,248		93,248						
19. Tech Prep													
20. Special Pops	1,405,654			0	1,405,654		1,405,654						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	45,790			0	45,790		45,790				45,790	45,790	0
23. Pt. B: CHE's	21,962				21,962		21,962				21,962	21,962	0
24. Econ Depr Areas													
25. St Admin													
26. Pt. C: Guid & Coun													0
27. St Admin													
28. Pt. D: Bus Labor-Ed													0
29. Pt. E: Tech-Prep	623,647	44,125		44,125	667,772		667,772				667,772	667,772	0
30. Pt. F: Supp Grants													0

FORM B

U.S. DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL AND ADULT EDUCATION
WASHINGTON, D.C

Approved: 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

FINANCIAL STATUS REPORT FOR STATE-ADMINISTERED VOCATIONAL EDUCATION PROGRAMS

ESTIMATED BURDEN: Public reporting burden for this collection is estimated to average 51.5 hours per response. Including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4851; and to the Office of Management and Budget, Paperwork Reduction Project 1830-New, Washington, D.C. 20503.

1. RECIPIENT ORGANIZATION (Name and complete address, including ZIP code)

MS Department of Education
Office of Vocational and Technical Education
P. O. Box 771
Jackson, MS 39205

2. FEDERAL GRANT OR OTHER IDENTIFYING NUMBER:

E002751, E002756, E002757

3. EMPLOYER IDENTIFICATION NUMBER:

1 64600 0758 A-1

4. RECIPIENT ACCOUNT NUMBER OR IDENTIFYING NUMBER:

2206/3206

5. FINAL REPORT: X YES ___NO

6. BASS: ___CASH X ACCRUAL

7. FISCAL YEAR (See instructions) Program Year 1990

8. PERIOD COVERED BY THIS REPORT: FROM 07/01/90 TO 09/30/92

9. INDIRECT EXPENSE

A. TYPE OF RATE: ___PROVISIONAL ___PREDETERMINED ___FINAL X FIXED

B. RATE _____ C. BASE _____ D. TOTAL AMOUNT 34,044 E. FEDERAL SHARE 34,044

10. REMARKS: (Attach any explanation deemed necessary or information required by Federal sponsoring agency in compliance with governing legislation.)

1. State Adm, Sex Equity Adm and IIIB State Adm are included on secondary report, as per instructions, because they are not divided between secondary and postsecondary.

2. State Programs, 8½%, are not identified as secondary or post secondary.

11. CERTIFICATION: I certify to the best of my knowledge and belief that this report is correct and that all outlays and unliquidated obligations are for the purposes set forth in the award documents.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

DATE REPORT SUBMITTED: 12/22/94

TELEPHONE (Area code, number and extension): (601) 359-3079

TYPED OR PRINTED NAME AND TITLE:

Therrell Myers, Ed. D., Associate State Superintendent of Education

FORM A

Program Year 1990
Secondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A. Net outlays previously reported	B. Total outlays this report period	C. Program Income Credits	D. Net outlays report period (B - C)	E. Net outlays to date (A + D)	F. Non-Fed share of outlays	G. Tot Fed share of outlays (E - F)	H. Total unliquidate obligations	I. Less Non-Fed share/unliq oblg (Col B)	J. Fed share of oblg unliq	K. Tot Fed share of outlays & unliq oblg	L. Total cumulative amount	M. Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants	130,488			0	130,488		130,488				130,488		
2. St Admin	79,449			0	79,449		79,449						
3. Sex Eq Admin	51,039				51,039		51,039						
Part A													
4. St Programs	221,833			0	221,833		221,833				221,833		
5. St Prgms & Ldrshp	221,833			0	221,833		221,833						
6. Prof Dev													
7. Curr Dev													
8. Assessment													
Part B													
9. Other St Admin Prgm	74,340			0	74,340		74,340				74,340		
10. SP/SPW/DH	43,157				43,157		43,157						
11. Sex Eq Prgm	31,183			0	31,183		31,183						
12. Crim Offenders													
Part C													
13. Basic Prgms	3,647,858			0	3,647,858		3,647,858				3,647,858		
14. Other *	2,344,936			0	2,344,936		2,344,936						
15. Upgrade Curr													
16. Equipment	131,663				131,663		131,663						
17. Inservice Trng													
18. Guid and Couns	441,605			0	441,605		441,605						
19. Tech Prep													
20. Special Pops	729,654				729,654		729,654						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	16,322				16,322		16,322				16,322		
23. Pt. B: CHE's	182,311				182,311		182,311				182,311		
24. Econ Depr Areas	167,234				167,234		167,234						
25. St Admin	9,065				9,065		9,065						
26. Pt. C: Guid & Coun													
27. St Admin													
28. Pt. D: Bus-Labor Ed													
29. Pt. E: Tech-Prep													
30. Pt. F: Supp Grants													

* Construction payouts to secondary schools were paid out on old grant basis, not on formula

FORM B

61

59

Program Year 1990
Postsecondary

Approved 10/19/92
OMB Number: 1830-0519
Expiration Date: 5/31/95

STATUS OF FUNDS

	A Net outlays previously reported	B Total outlays this report period	C Program Income Credits	D Net outlays report period (B - C)	E Net outlays to date (A + D)	F Non-Fed share of outlays	G Tot Fed share of outlays (E - F)	H Total unliquidate obligations	I Less Non-Fed share/unliq oblg (Col B)	J Fed share of oblg unliq	K Tot Fed share of outlays & unliq oblg	L Total cumulative amount	M Unobligated balance of Fed funds
TITLE II													
1. Basic St Grants													
2. St Admin													
3. Sex Eq Admin													
Part A													
4. St Programs													
5. St Prgms & Ldrshp													
6. Prof Dev													
7. Curr Dev													
8. Assessment													
Part B													
9. Other St Admin Prgm	225,788			0	225,788		225,788				225,788		
10. SP/SPW/DH	139,787			0	139,787		139,787						
11. Sex Eq Prgm	59,902				59,902		59,902						
12. Crim Offenders	26,099			0	26,099		26,099						
Part C													
13. Basic Prgms	2,188,283			0	2,188,283		2,188,283				2,188,283		
14. Other *	1,563,283			0	1,563,283		1,563,283						
15. Upgrade Curr													
16. Equipment													
17. Inservice Trng													
18. Guid and Couns	20,000				20,000		20,000						
19. Tech Prep													
20. Special Pops	605,000				605,000		605,000						
21. Apprenticeship													
TITLE III													
22. Pt. A: CBO's	6,923				6,923		6,923				6,923		
23. Pt. B: CHE's	37,703				37,703		37,703				37,703		
24. Econ Depr Areas	37,703				37,703		37,703						
25. St Admin													
26. Pt. C: Guid & Coun													
27. St Admin													
28. Pt. D: Bus-Labor Ed													
29. Pt. E: Tech-Prep													
30. Pt. F: Supp Grants													

* Construction payouts to post secondary schools were paid out on old grant basis, not on formula

FORM B

APPENDICES

APPENDIX A

EXEMPLARY PROGRAM

ADULT VOCATIONAL and TECHNICAL EDUCATION

Name of Program: Radiologic Technology

Name of Educational Agency:
Hinds Community College
Vicksburg Branch
755 Highway 27 South
Vicksburg, MS 39180

Criteria for Selection:

The exemplary program for Adult Vocational and Technical Education was chosen on the basis of the following criteria:

* Fastest growing jobs in Mississippi and the United States
* Meets the urgent needs of employers and Adult Health-Care Service Workers in Mississippi
* Meets the demands of new technology
* Provides economic opportunities for adults to improve themselves
* Provides opportunities for Adult Workers to advance or keep up-to-date in their current jobs
* Provides opportunities to apply Academics Workplace Know-How-Skills to interact with technology and competency based applied learning
* Meets required standards and measures for programs
* Attendance of personnel at state, local, regional, and national meetings

Program Description:

This program is designed as a college-level associate degree path for those people who have completed a CAHEA/JRCERT accredited diploma program in Radiography (Radiology) Technology after 1969 and are currently certified as a Registered Radiologic Technologist by the American Registry of Radiologic Technologists. Credit for RGT 2932 (32 semester hours) is recorded and the Associate in Applied Science Degree is awarded upon completion of the prescribed 32 semester hours of general and related education.

Target Audience:

People in the health care profession and adults interested in employment as a Registered Radiologic Technologist.

List of Adult/Long Term work based learning Credit/Certification courses required:

* English Composition I
* College Algebra
* Human Anatomy and Physiology I
* Human Anatomy and Physiology Lab I
* Oral Communication
* Introduction to Computer Concepts (or CPT 1114)
* Behavioral/Social Science Electives
* Math/Science Elective
* English Composition II
* Human Anatomy and Physiology II
* Human Anatomy and Physiology Lab II
* Radiography Technology Program Completion and Registration

Outcome Measures:

Participants obtained the required skills and competencies to become employed as a Registered Radiologic Technologist in the Health-Care Field.

Program Completers:

One hundred twelve (112) adults who finished a planned sequence of courses, or units, services, and activities designed to meet the occupational objectives for entry-level job skills for the length of program or course(s).

Completion Award:

Associate in Applied Science Degree or Adult Vocational and Technical Certificate.

Major Program Accomplishments (1993-94):

* Kept the local, state, and national adult vocational and technical community informed about high growth jobs, economic trends, issues, and courses of action needed

* Provided opportunities for creative leadership at the local and state level

* Increased the personal income of adult workers in health-services centers

* Improved adult workers' attitudes and values toward work

* Improved communication linkages at the local and state levels

* Provided a quick response to adults and employers training needs

* Provided training programs induced by technological innovations in the health-care field

* Assisted in meeting the national goals for education

* Helped establish the role and responsibility for Adult Vocational and Technical Education in Economic Development efforts of the state and nation

* Encouraged health-care agencies and professional medical association partnerships which will enhance educational and economic development activities

* Provided a focal point for planning, organizing, and promoting vocational and technical workforce development programs for adults

* Encouraged participation of diverse groups in the workplace development of adults

APPENDIX B

EXEMPLARY PROGRAM

SINGLE PARENTS, DISPLACED HOMEMAKERS
and
SINGLE PREGNANT WOMEN

Name of Program: Pre-Employment Training for Single Parents/Displaced Homemakers

Name of Educational Agency: East Mississippi Community College
Golden Triangle Campus
Mayhew, MS

Criteria for Selection:

* Accurate and timely reporting
* Satisfactory evaluation
* High numbers served

Program Purpose

The Single Parent/Displaced Homemaker Program provides a variety of services to participants interested in receiving vocational or technical training. The target population includes single heads of households, displaced homemakers who are divorced, separated, or widowed, and homemakers whose spouses are long-term unemployed or disabled. Generally, participants have had to seek employment with limited marketable skills and little confidence. This program attempts to introduce ideas and concepts which equip participants with daily living skills to improve their quality of life. Further supportive services are obtained through community and campus resources to help individuals enroll in training, acquire job skills, and ultimately secure employment. The program primarily serves residents of Lowndes, Clay, and Oktibbeha counties.

Recruitment/Public Relations

An effective public relations program is implemented to identify and serve eligible single parents and displaced homemakers. Advertisement of program activities is completed through media contracts, program literature (brochures, newsletters, flyers, etc.), seminars and personal contacts. Community Based Organizations, civic groups, area schools, and agencies serving single parents/displaced homemakers may call to arrange orientation seminars/workshops.

Personal Self Assessment

Participants receive basic skills assessment, career inventory, aptitude tests, and/or general guidance sessions to review prospective career choices. Participants are provided the opportunity to upgrade skills through a readiness class called "Transitions". Assistance is provided to help identify career alternatives and enroll in training. Emphasis is placed on nontraditional training to increase enrollment in nontraditional occupations. To further encourage participants (enrolled/non enrolled), an annual motivational one-day event **Women and Self Confidence Conference** is offered during the Fall semester. Many participants need help reassembling their lives along with assertiveness training.

Support Services

As participants pursue completion of vocational/technical training, a variety of assistance is provided through campus/community agencies. These services include but are not limited to child care, financial aid, legal services, transportation, housing, and personal counseling.

Educational Services

The student's/participant's progress is monitored through the Related Studies Program to ensure completion of basic skills relative to chosen vocational/technical courses of study. Additionally, developmental classes are offered in English and math to help students/participants prepare for academic studies relative to vocational/technical programs. Special sessions for ACT preparation are held to increase the student's/participant's success and test taking skills. Study skills seminars provide enrichment to enhance success in the classroom.

Program Statistics FY94

1.	Total Number of Program Participants Receiving Services:	164
2.	Total Number of Participants Enrolled in Training: (Reflects approximately 20% campus enrollment)	76
3.	Total Number Completing Training Programs:	23
4.	Total Number Continuing Training/Became Employed: (Some have become employed who are still in training)	45
5.	Networking Agencies Campus and Community Based: (Through linkage and public relations activities)	40
6.	Number of Support Services Provided:	857

APPENDIX C

EXEMPLARY PROGRAM

SEX EQUITY

Name of Program: Gender Equity

Name of Educational Agency: Alcorn County Vocational Center
Corinth, MS

Criteria for Selection:

* Accurate and timely reporting
* Attendance of personnel at state, local, and regional meetings
* Meeting complete standards and measures as required by state and federal regulations

Program Purpose:

The mission of The Alcorn County Vocational Technical Center Equity Program is to eliminate sex bias and stereotyping through career awareness and exploration activities and increase nontraditional enrollment. The equity counselor serves as a resource person for all schools in the county.

Program Components:

A. Increased enrollment in nontraditional programs and job placement or post secondary placement.

B. Student evaluation, counseling, and recruiting using career aptitude/interest assessments.

C. Large group outreach sessions to present general information regarding career opportunities for females in nontraditional career fields.

D. Involvement of business/industry leaders to assist students in preparing for the future work force regardless of gender.

E. Provide support services for individuals enrolled in nontraditional vocational technical programs.

Program Accomplishments:

The mission of the project was fulfilled through the following activities coordinated and conducted by the equity counselor.

(1) Career assessment/testing/interest surveys were used to identify potential nontraditional students.

(2) A WIST/MIST Conference (Women and Men in Science and Technology) was conducted for ninth grade students.

(3) An eighth grade "Hands-On Vocational Exploration" program was held on the Vocational Center Campus.

(4) Seventh grade students were involved in a Career Day Program hosted on the Vocational Center Campus. More than 20 different business/industry personnel were involved to promote both traditional and nontraditional opportunities.

(5) Two vocational technical classes participated in the Elementary-Adopt-a-Grade project. Health Occupations students conducted a Health Fair for the second grade, and Graphic Arts students introduced first graders to the world of printing.

(6) Outreach activities included self esteem building, dealing with peer pressure, dropout prevention and individual counseling of prospective nontraditional students.

Fifty four nontraditional students were enrolled in programs at the Vocational Center during the 1993-94 school year. One of the highlights of the support services rendered for nontraditional students was the Mentor Program which was launched in the fall of 1993. One day per week second year students were allowed to visit a job site related to their program of study. This expanded the working relationship between the business community and the school. As a result of this project, a commitment was made by all businesses and industries involved to continue sponsoring and expanding the Mentor Program. At the end of school the Equity Counselor recognized the Outstanding Mentor Program participant at the annual awards night program.

Seventy-six group outreach and recruitment activities were conducted with a total of 4,760 attendees. Twenty-four equity awareness activities were conducted with 233 attendees. The Equity Counselor coordinated numerous "Tech Prep" activities which incorporated eliminating sex bias and stereotyping.

APPENDIX D

EXEMPLARY PROGRAM

SPECIAL POPULATIONS

Name of Program: Support Services for Special Populations Students

Name of Educational Agency: Mississippi Gulf Coast Community College
Jackson County Campus
Gautier, MS

Criteria for Selection:

* Accurate and timely reporting
* Attendance of personnel at state, local, and regional meetings
* Meeting complete standards and measures as required by state and federal regulations
* Membership of local personnel in local, state, and national organizations

APPENDIX E

EXEMPLARY PROGARM

STATE LEADERSHIP and PROFESSIONAL DEVELOPMENT

Name of Program: Mississippi Career Advancement Program (MSCAP)

Name of Educational Agency: University of Southern Mississippi
Department of Technology Education
Hattiesburg, MS

Criteria for Selection:

- Uniqueness in design and purpose
- Local need for program
- Impact on vocational education
- Target group to be served

Project Purpose:

The MSCAP program was a cooperative venture between the Mississippi Department of Education, the Office of Vocational and Technical Education, and private enterprise to provide focused, intense training at a business or industry site. It was designed to better prepare vocational and technical educators to meet the needs of students and businesses through "hands-on" experiences in the business environment.

Project Description:

The MSCAP internship consisted of business or industry and education working together in a partnership which enabled vocational educators to gain valuable information and relevant work experience. During the internship, the vocational educator worked directly with a work site supervisor or mentor to gain practical experience with new technology and innovations. The intern was an interim employee and was prepared to perform regular work duties. In turn, business or industry learned more about vocational and technical education opportunities at the local level. By improving teacher skills, business also improved student skills and ultimately employee skills.

Participating in the MSCAP experience energized Mississippi vocational educators with a new perspective and outlook. They now have a better understanding of the business environment which enhances their ability to provide knowledge and skills to students and colleagues. Consequently, vocational educators' involvement in MSCAP will have a significant impact on Mississippi's present and future economic environment.

Procedures:

Eligible MSCAP applicants must have been full-time secondary or postsecondary vocational teachers or counselors who intended to teach their same subject the following year. Participation was on a voluntary basis and consisted of a minimum of four weeks. Internships were typically provided during the summer months with field work being completed before the fall term began.

The selection process for the MSCAP program was based on a program application and craft committee recommendation that was sent to the local dean or director for approval. Approved applications were submitted to the Coordinator of Vocational Education for review prior to being forwarded to the state supervisor and the office of secondary and postsecondary certification for final approval. Local deans/directors notified the interns of their acceptance. In addition to state license recertification, Alcorn State University, Mississippi State University, and University of Southern Mississippi permitted vocational educators to earn credit toward degrees.

Outcomes:

During FY94, two secondary and two postsecondary teachers participated in training with four companies. The companies were:

* Cox Engineering - Philadelphia
* Mississippi Power Company - Gulfport
* Southwest Mississippi Legal Services - McComb
* Super Wal-Mart Stores - Hattiesburg

The MSCAP program has several built-in evaluation procedures. Participants had to maintain a weekly log, provide suggested curriculum improvements, and a plan for incorporating the new ideas into the classroom. Those who applied for university credit were supervised by their university professor. There was periodic monitoring by the local administrator, the business oversight committee, and the project director. All participants and host companies completed an evaluation at the conclusion of their experience.

APPENDIX F

EXEMPLARY PROGRAM

COMMUNITY BASED ORGANIZATIONS

Name of Program: Basic Skills for Educationally and Economically Disadvantaged At-Risk Students

Name of Educational Agency: R. H. Watkins Vocational Center
Laurel, MS

Criteria for Selection:

* Uniqueness of Concept
* Local Impact
* Coordination with Other Agencies

Project Purpose:

The community based organization was created and designed for the purpose of providing basic skills, vocational employability, and survival skills training for educationally and economically disadvantaged at-risk students in the Laurel and Jones County School Districts and in the Southeast Mississippi Regional Alternative Education Cooperative (SMRAEC).

Since the project was designed to serve the needs of at-risk students, especially those students enrolled in vocational programs, students interested in or needing vocational education were potential participants. There were approximately 425 students enrolled in the R. H. Watkins Vocational Center located in the Laurel School District. Approximately 203 students were enrolled in the A. P. Fatherree Vocational Center located in the Jones County School District. This allowed students to select from 18 different vocational programs. Enrollments in vocational education were expected to increase. Approximately 3,105 students enrolled in grades 9-12 and 2,015 students enrolled in grades 7 and 8 were other potential participants in the two school districts.

Due to the large student population, a support group such as a community based organization was needed to reach students who were at-risk, critically at-risk, needing employment, and having other special needs that were not presently being met. A project agreement with the Pine Belt Regional Youth Coalition, the Laurel School District, and the Jones County School District was developed to serve the needs of at-risk students. It was the belief of the school personnel that the Pine Belt Regional Youth Coalition, a CBO, would produce successful results in meeting the purpose and objectives presented in the project.

The numerous negative factors affecting students early in their academic life were to be addressed in order to have a positive impact on the lives of critically at-risk students. Diplomas, careers, social skills, along with stable and productive lifestyles were to be the end result of the educational system. However, too many students end up on welfare lists and/or involved in the criminal justice system.

Procedures:

Critically at-risk youth cannot learn in a traditional classroom setting. The Pine Belt Regional Youth Coalition, as well as professionals from social service agencies in the SMRAEC area, believed that all students could learn, thrive academically and socially, and become productive members of society if a method for treating the whole student could be developed in a nontraditional environment.

School personnel were puzzled over how to address the numerous problems of the critically at-risk students in the regular classroom environment. These students were usually involved with one or more social service agencies such as juvenile courts, mental health centers, etc. It was discovered that these students often depart early and permanently from the educational system.

Outcomes:

Improving the academic, occupational, and personal skills of potential secondary school dropouts provided them with an opportunity to graduate or obtain a GED. Students who were involved in this project improved in the areas of English, mathematics, science, and social studies. In addition, students were in regular school attendance and had fewer subject failures.

The Pine Belt Regional Youth Coalition networking with the SMRAEC School District, the Laurel School, and the Jones County School District had a positive impact on the lives of approximately 27,800 youth, the total student population of the SMRAEC area, of which 610 were dropouts during FY92.

APPENDIX G

EXEMPLARY PROGRAM

CONSUMER and HOMEMAKING EDUCATION

Name of Program: Consumer Homemaking in Depressed Areas (CHIDA)

Name of Educational Agency: Leflore County High School
Greenwood, MS

Criteria for Selection:

* Support of local district
* Number of individuals served
* Publicity of program
* Dedication of coordinators to program

Project Purpose:

Consumer Homemaking in Depressed Areas (CHIDA) were vocational programs designed to provide instruction for out-of-school youths and adults living in economically depressed areas. CHIDA was designed to help these individuals improve their quality of life and living environment. Families and individuals with limited income were provided hands on learning experiences and instructional materials through home visits, group meetings (Consumer Education), and telephone consultations. The major goal of the CHIDA Vocational Program was to provide practical living experiences that would enable participants to change their self-image of defeat and failure to one of self-confidence and success so as to enhance their living environment and quality of life.

Procedures:

The instructional program of work was planned to meet the needs and interests of the enrollees. Some of the topics included were money management, wise use of food stamps, the selection, purchase, and/or construction (including recycling) of clothes, nutrition and diet, the selection, purchase, preparation and preservation of food, housing and home improvement, home maintenance and safety, child development/parenthood education, and community services agencies.

Outcomes:

Program participants were taught how to become effective buyers in the market-place. Help was also provided so that the individual could enhance their employability skills by participating in GED and other basic education programs.

The homemaker specialists included basic skills as part of their program and assisted enrollees who had problems with reading and math skills. Participants who had developed skills in clothing construction were encouraged to use these skills to supplement their income by constructing clothing and doing alterations for others.

One homemaker specialist in the county was very concerned about teen pregnancy. She used pamphlets from the Health Department and had discussions with enrollees regarding the consequences of becoming pregnant at an early age. A decrease in the number of teen pregnancies in families of enrollees indicated that the use of the pamphlets and discussions proved to be successful.

Through a series of demonstrations, enrollees had an opportunity to see and taste many products made using flour donated by the U.S.D.A. This activity was beneficial for all enrollees who participated, they will make better use of the donated flour using the recipes from the demonstration.

APPENDIX H

EXEMPLARY PROGRAM

BALANCING WORK and FAMILY

Name of Program: Balancing Work and Family

Name of Educational Agency: Jones County Junior College
Ellisville, MS

Criteria for Selection:

* Recommendation by and support of local district
* Number of individuals served
* Dedication of coordinator to program

Project Purpose:

It is the philosophy of the Balancing Work and Family program that the home should be where we, adults and children, return for refueling, emotional support and privacy. It is a focal point that brings balance to our lives. With this belief, the purpose of the Jones County Junior College Balancing Work and Family program is to provide adults with skills needed to make positive behavioral changes to improve the quality of his or her family life.

Procedures:

Market the Balancing Work and Family program to the public by distributing brochures and speaking to various organizations and agencies. Make contact with prospective clients by telephone requesting a visitation at their business to provide information about the Balancing Work and Family program and to learn about the demographics of their company. Provide employers with needs assessment forms and/or conduct a needs assessment of employees for employers to facilitate employee input into Balancing and Work seminars offered.

Assist employers in establishing appropriate child care benefits such as child care vouchers, on-site child care, sick child care, after school care, etc. Assist employers in identifying needed family benefits in employee assistance programs. Provide child care information and training to child care providers in an effort to improve the quality and accessibility of child care.

Assist other public schools and colleges in developing a Balancing Work and Family program when requested. Assist other public schools, colleges, businesses, and agencies outside of the Jones County Junior College District in developing child care programs when requested.

Provide Balancing Work and Family information and seminars with an emphasis on "parenting" to single parents, job clients, AFDC recipients, vocational students, and single parent/displaced homemaker students. Provide educational information to working adults who are responsible for the care of an elderly or disabled family member.

Counsel with individual employees and make referrals to community services and resources as needed. Link with other agencies to make all services available to the community and to prevent unnecessary duplication of services.

Provide the Jones County Junior College District vocational and technical school with the employment needs of the business community.

Outcomes:

The Balancing Work and Family project is designed to help employed adults to learn skills to better manager their resources, gain insight into communication skills, and to meet individual problems related to coping in the working environment and maintaining a quality family life. Emphasis of the program focuses on consumer education problems, relationships, child development, and various aspects of management skills needed to improve home and family living. The project reflects each of the following components: recruitment, self-esteem, nontraditional fields, job placement, career decisions and plans, conferences/seminars, outreach and publicity, counseling/assessment, child care/transportation, referrals for services, basic education, job skill training, entrepreneurship, and equity concepts.

APPENDIX I

EXEMPLARY PROGRAM

TECH PREP

Name of Program: Tech Prep

Name of Educational Agency: South Panola High School
Batesville, MS

Criteria for Selection:

* All requirements of the Southern Regional Education Board have been met.
* This site has exceeded the minimum requirement with two teachers trained in each of the three instructional areas. All teachers have exceeded the minimum of three applied modules/units used in each instructional area. All of the teachers have attended a majority of the follow-up sessions.
* This site has a fully functioning Career Center. All equipment and minimum resources have been purchased and are in use. The Career Center is adjacent to the counselors offices and is easily accessible for all students.

Project Purpose:

To systematically articulate programs between the secondary and postsecondary institutions that will integrate vocational and academic instruction, implement contextual methodologies of instruction, and provide career development instruction to enable students to be better prepared to meet the market place demand for skills required due to emerging technologies.

Procedures:

* An articulation agreement has been signed.
* A local steering committee was organized to plan, develop, and implement strategies and activities.
* Vocational and academic teachers have been identified and teamed. Team teaching activities have been conducted.

* Business and Industry representatives have been involved in several activities. Teachers, administrators, and counselors have visited several industries. In several instances, business and industry have allowed parents release time to visit the school to work on career/educational plans.
* Marketing activities have been conducted such as newspaper articles, presentations to civic groups and others, and the development of a brochure.
* Staff development activities have been conducted.

Outcomes:

The career/educational plan is one of the strong components of the Tech Prep Initiative. A plan has been implemented for a majority of the 10th grade students. Eighty-five percent of the parents of these students have met with a counselor/teacher-advisor for individual planning.

The development and implementation of a comprehensive career center and teacher advisor program for career/educational planning is a direct result of the Tech Prep Initiative. The applied academic instruction has provided positive feedback from students and parents. Business and industry's response to the school's Tech Prep Initiative has been very positive.